

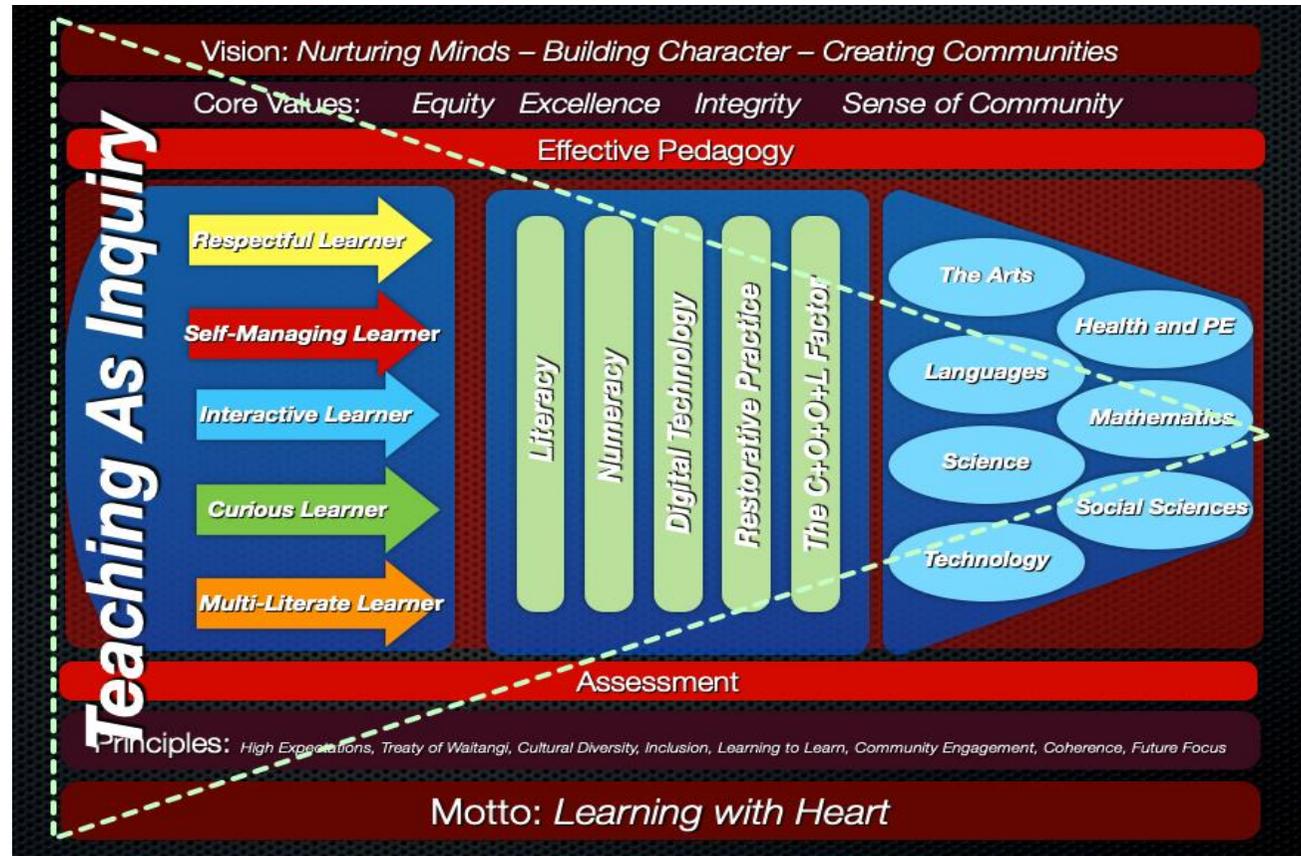
Christchurch East School

Charter, Strategic Plan and Annual Plan 2022

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

Our Vision: Nurturing Minds – Building Character – Creating Communities

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

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

Christchurch East School Strategic Plan 2022 - 2024

Strategic Goal 1: Teaching and Learning <i>'Nurturing Minds'</i> <i>To provide relevant, engaging teaching and learning opportunities with strong links to our curriculum and the wider community.</i>	Strategic Goal 2: Positive Education <i>'Building Character'</i> <i>To be characterised by positive culture/relationships within and beyond the school, based on our school values and approach.</i>	Strategic Goal 3: Environment <i>'Creating Communities'</i> <i>To work towards site development, meeting the current and future needs of students, staff, parents and community.</i>
<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> • Use the outcomes of the ERO review to further shape teaching and learning within our school <ul style="list-style-type: none"> ○ Student Achievement ○ Data Capability and Use ○ Internal Evaluation • Targeted Professional Development in: <ul style="list-style-type: none"> ○ Literacy/Digital Technology • Continue to develop our Specialist Programmes and Local Curriculum in collaborative spaces 	<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> • Continue our school wide approach to positive education to promote empowerment of staff and students <ul style="list-style-type: none"> ○ Data Capability and Use ○ Internal Evaluation (ERO 2019) • Develop partnerships with the community that increase and enhance teaching and learning opportunities (Digital Technology/Kahui Ako) 	<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> • Completion of capital works, through the major upgrade of our school site, via the MoE transformation programme • Develop plans for future property developments which reflects school priorities • Ensure community stakeholders are kept informed throughout the site development process
<p style="text-align: center;">2023</p> <ul style="list-style-type: none"> • Continue to use the outcomes of the ERO review to further shape teaching and learning within our school • 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 • Complete a review/update of our curriculum in relation to collaborative teaching 	<p style="text-align: center;">2023</p> <ul style="list-style-type: none"> • Ensure transition programmes to and from our school are noted for their innovation, flexibility and success • Examine again and reflect how we are viewed by our school community, and our provisions for whānau involvement in school programmes • Continue Kahui Ako involvement 	<p style="text-align: center;">2023</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of our transformed site in meeting the teaching and learning needs of our school community • Develop ways in which our students can design and shape areas of the learning environment to enhance their Sense of Community and belonging • Re-assess population growth in the central city and plan for expansion as needed
<p style="text-align: center;">2024</p> <ul style="list-style-type: none"> • Review the effectiveness of our appraisal process and links to professional development • Examine the use of targeted teaching to accelerate student achievement across our school 	<p style="text-align: center;">2024</p> <ul style="list-style-type: none"> • Evaluate, the use of student voice to assess students, sense of belonging and the culture of the school • 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 • Review the school approach toward positive education for staff and students 	<p style="text-align: center;">2024</p> <ul style="list-style-type: none"> • Continue to evaluate the effectiveness of our transformed site in meeting the teaching and learning needs of our school community • Continue to develop ways in which our students can design and shape areas of the learning environment to enhance their Sense of Community and belonging • Re-assess population growth in the central city and plan for expansion as needed

Christchurch East School Annual Plan 2022

Strategic Goal One: Teaching and Learning - Nurturing Minds

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

<p>Context: While progress is being made, our 2021 achievement data and 2019 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: Curriculum, Assessment, Teacher Inquiry, Structured Literacy, Digital Technology, Culturally-Responsive Pedagogy, and Relationships.</p>	<p>Target/s:</p> <ul style="list-style-type: none"> • Use the outcomes of the ERO review to further shape teaching and learning within our school <ul style="list-style-type: none"> ○ Student Achievement ○ Data Capability and Use ○ Internal Evaluation • Targeted Professional Development in: <ul style="list-style-type: none"> ○ Literacy (Structured Literacy) ○ Digital Technology (tools to support Numeracy and Literacy Programmes) • Continue to develop our specialist programmes and local curriculum in collaborative spaces 	<p>Priority actions:</p> <ul style="list-style-type: none"> • Conduct regular team reviews increase consistency of best practice. (Leadership Team with staff) • Review Class and Team programmes to implement/integrate professional development in key areas (Structured Literacy) Appraisal links (Senior Leadership with staff) • Continue to review and implement our specialist programmes and Team Reviews (Senior Leadership with staff) 	<p>By the end of the year:</p> <ol style="list-style-type: none"> 1. Regular Team Reviews have resulted in greater consistency of best practice across the school 2. A consistent effective approach to teaching and learning in literacy with improvement in student achievement 3. Specialist and Hub programmes that provide a variety of options for students to access the curriculum
<p>Review for May Board meeting Term 2:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> • 	<p>Review for October Board meeting Term 4:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> •

Strategic Goal Two: Positive Education – Building Character**To be characterised by positive culture/relationships within and beyond the school, based on our school values and approach.**

Context: The school's previous ERO report highlighted 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: <ul style="list-style-type: none">• Engagement Clarity• System refinement• Leadership Development• Development Programmes• Kahui Ako involvement	Target/s: <ul style="list-style-type: none">• Continue our school wide approach to positive education to promote empowerment of staff and students<ul style="list-style-type: none">◦ Data Capability and Use◦ Internal Evaluation (ERO 2019)• Develop partnerships with the community that increase and enhance teaching and learning opportunities (Digital Technology/Kahui Ako)	Priority action/s: <ul style="list-style-type: none">• Developed and implemented a school wide plan to promote the empowerment of staff and students (Senior Leadership/ PLG's)• Continue involvement in Kahui Ako (Principal/Senior Leadership)	By the end of the year: <ol style="list-style-type: none">1. Embed the Leadership Professional Development 'Dare to Lead' across the school.2. Utilise the key staff to implement, review and refine initiatives to support connection with whanau through the use of digital platforms3. Creating systems that empower staff with curriculum developments4. The school is actively involved in the Kahui Ako
Review for May Board meeting Term 2: <ul style="list-style-type: none">•	Next steps: <ul style="list-style-type: none">•	Review for October Board meeting Term 4: <ul style="list-style-type: none">•	Next steps: <ul style="list-style-type: none">•

Strategic Goal Three: Environment – Creating Communities

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

<p>Context: The school has been engaged with the Ministry of Education in the CSR programme since 2015, when the school went through a compressed master planning process. We are scheduled to complete construction of the Admin buildings in the first half of this year with further work being completed throughout the school throughout this time.</p>	<p>Target/s:</p> <ul style="list-style-type: none"> • Complete the capital works, through the major upgrade of our school site, via the MoE transformation programme • Develop plans for future property developments which reflect school priorities • Ensure community stakeholders are kept informed throughout the site development process 	<p>Priority action/s:</p> <ul style="list-style-type: none"> • Complete current projects (BoT Property Team/MoE & Design Team) • Ensure spaces are fit for purpose and opportunities are maximised throughout the site (Principal with staff) • Identify next priorities and develop future plans • Regular updates throughout the year (BoT Property Team/MoE & Design Team) 	<p>By the end of the year:</p> <ol style="list-style-type: none"> 1. All current work completed 2. School site is fully operational 3. Plans developed for future projects 4. All stakeholders are aware of progress and next steps
<p>Review for May Board meeting Term 2:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> • 	<p>Review for October Board meeting Term 4:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> •