

*"Learning for Living"*

# Albury School Charter 2021

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Ministry of Education Unique Identifier: 3273

## About Albury School

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Albury School was established in 1882 and is situated 50km inland from Timaru. It is a year 1 - 6 rural school, boasting all the benefits of a small caring community, with facilities, technology and resources of a big city school. The school has extensive grounds which include tennis courts, adventure playground, playing fields, covered and heated swimming pool (available to the community from mid-November to the end of March), school gardens, and well-stocked sports shed.

The children enjoy opportunities for Education outside the Classroom that the Mackenzie area provides, as well as visits further afield for sport, art and topic studies. Family grouping classrooms provide a caring and nurturing environment for learning and growing with a strong emphasis on family values, giving the children the chance to learn and be challenged.

The school roll has slight fluctuations with a low rate of student transience. The roll for 2021 sits at 21, with a projection closer to 30 students by the end of the year. In 2021 the school has been reclassified as sole charge with the ability for more teaching staff to be appointed when the student numbers meet the Ministry of Education staffing threshold.

The school is part of the Mackenzie Cluster of schools which give the children the opportunity to mix and compete against children from other schools in sports, speech and science. Information on the school may be found at [www.albury.school.nz](http://www.albury.school.nz). Albury School is also a member of Te Manahuna Kāhui Ako.

Our current strategic objectives require an ongoing refinement of curriculum and its delivery; continuing the development and implementation of effective literacy and numeracy programmes within a strong monitoring component, as well as using technology and EOTC as vital learning tools.

The school is eagerly awaiting the refurbishment of the top learning block and looking to formalise the inclusion of the local playgroup to relocate into a classroom.

The school recognises the need for maintaining positive parental, whānau and community support as it pursues its educational initiatives and lives out its core values and beliefs.

### **ERO (Last review May 2016)**

Albury School is scheduled to participate in the new ERO Evaluation Partner process in 2021. This was delayed in 2020 due to Covid-19 interruptions.

### **BOARD of TRUSTEES:** (Board Membership Feb 2021)

Nick Fisher  
Liv France  
Sam Bray  
Georgina McKerchar  
Aaron McCall  
Donna Donnelly  
Vacancy

**Presiding Member**  
**Parent Elect Member**  
**Parent Elect Member**  
**Parent Elect Member**  
**Parent Elect Member**  
**Principal**  
**Staff Member**

# Albury School

## Vision

The children at Albury School will aim to be positive, confident learners, with an awareness of self (within the cultural heritage of New Zealand and the local community). They will achieve personal excellence and will reflect on their learning and make decisions that will enhance their learning and well-being in the future. They will be effective communicators and be able to read, write and process information effectively and will have numeracy knowledge and strategies. They will be resilient, know the importance of making healthy lifestyle choices, be nurturing and maintain positive relationships.

## Values

The Albury School Values were reviewed in 2018 to link with Key Competencies and Tātaiako competencies as well as reflecting community priorities that meet our vision of an “**Albury Kid**”. Our school values are encouraged, modelled and explored through the curriculum, classrooms, and relationships. These are expressed through participation in a variety of daily interactions in a responsive, caring learning environment.

- ✓ Respect
- ✓ Resilience
- ✓ Team Player
- ✓ Curious



## Accountability

The Board of Trustees supports the management of the school and the community to achieve success for students through the provisions in this Charter. In doing so the Board of Trustees acknowledges that the Board’s policies and practices reflect New Zealand’s cultural diversity.

The decisions relating to the provisions within this Charter have been guided by the:

- The Education Act
- The National Education Goals
- The National Education Guidelines (NEG)
- The National Administration Guidelines (NAG)
- The Statement of National Educational and Learning Priorities (NELP)
- The New Zealand Curriculum (NZC)
- Principles of Ka Hikitia
- Community feedback

Therefore the Board of Trustees supports:

- The Treaty of Waitangi within the educational context to ensure that Māori students enjoy and achieve educational success as Māori.
- Ako - and recognises that students and their whānau cannot be separated.
- That student’s well-being is strongly influenced by a clear sense of identity, and access and exposure to their own language and culture.
- Successful and productive partnerships ensuring a high level of responsiveness and accountability to students, whānau and communities.

and as required:

- The Board of Trustees ensures that all reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori for full-time students whose parents ask for this.



**Principles:** The NZ Curriculum principles underpin our decision-making and are evident in all aspects of the delivery of our school's curriculum. Our commitment to the principles and our success in putting them into effect in teaching and learning is demonstrated in the following ways. We believe that:

- ✓ High quality teaching results in engaged pupils and successful learning.
- ✓ A child's education is one of partnership between child-teacher-parent and community.
- ✓ Children learn best when they take responsibility for; and reflect upon their learning.
- ✓ Class programmes should enable the transition of knowledge, skills and competencies to further learning.
- ✓ Children should respect cultural diversity and know their own family, school and national cultural heritage.
- ✓ Children will acknowledge New Zealand's bicultural heritage and an understanding of the importance of Te Tiriti o Waitangi.
- ✓ Children should develop positive attitudes towards the environment and sustainability.

We believe it is important to have:

- ✓ Effective and consistent communication with parents/caregivers.
- ✓ Consistency in behaviour management both within the classroom and playground.
- ✓ Shared personal success both in and out of school with the wider school community.
- ✓ The setting of high, realistic expectations that children will strive to meet.

## Community Goals

- To assist parents by providing appropriate information to enable them to support their child's learning.
- To create a community that values learning and excellence.
- To promote interaction with other schools, community groups and the environment.
- To broaden the exposure to, and experiences of Tikanga and Te Reo Māori.
- Literacy and Numeracy - Children achieve at a high level of literacy and numeracy.
- To provide a safe and attractive environment.
- To provide opportunities and experiences for the children to succeed.

## BOARD OF TRUSTEES CHARTER REVIEW (Reviewed: August 2020)

**CONSULTATION:** The Board consulted with the community to ascertain parent perceptions relating to the performance of the school. The Board worked with an external facilitator to collate a variety of collected voice regarding current and future performance.

Areas of strength identified by our community:

- ❖ Teaching staff are approachable and they relate well to our students
- ❖ Parents are kept informed about student learning and Albury has excellent teachers
- ❖ The Albury Kid school values

Areas for development identified by our community:

- ❖ The Board keeping the community informed and increasing the profile of the school
- ❖ The students knowing what and why they are learning
- ❖ Providing opportunities for our students to meet up with other students

Consultation regarding our Health programme was conducted in 2020 as per the Education Act 1989 (60B) and a new Statement on the delivery of the Health Curriculum was adopted.

90% or more of our students indicating that:

- Teachers are prepared for class and teachers encourage students to do their best
- Students get help from their teachers when they need it
- There are clear rules and the students like the way their teachers treat them when they need help
- The students have someone to talk to if they need help and students have friends at school

Areas that were identified as areas for further development were:

Safety on the school bus; Students developing a better understanding of what they are learning and why; and interesting schoolwork

## Key Strategic Areas for 2021-2023

These key areas have been identified as warranting inclusion into the strategic plan noting that there is clear support for some aspects to continue, and some areas for future development.

	<b>Continue</b>	<b>Develop further</b>
<p><b>Teaching and Learning</b> <i>The delivery of cohesive teaching and learning which enables learners to participate in a range of experiences where they learn about themselves and others and are supported to be happy and engaged learners with inquisitive minds.</i></p> <p><b>CORE BUSINESS</b></p>	<p>One-on-one, group, and whole school learning is important and needs to continue. Aspects of the Davis Programme have been a significant value-add.</p> <p>Students are happy and receive individualised care with staff who cater to individuality.</p> <p>Student recognition in the form of recognition awards and term awards.</p> <p>Student responsibilities such as tuakana/teina, and the close relationships students form with one another.</p>	<p>PLD for staff (enabled with adequate time and financial resources) to purposefully learn techniques and skills in the realm of student well-being.</p> <p>More downtime for teachers including relief for sick days without concern for cost.</p> <p>More sports opportunities for students.</p> <p>Improvements in the arts curriculum through dance, drama, art, and music.</p>
<p><b>Communication</b> <i>The establishment and ongoing maintenance of positive reciprocal partnerships and engagements that further the status of Albury School as a community school.</i></p> <p><b>CORE BUSINESS</b></p>	<p>The two-way engagement with the community and parents where the community may enter the school and where the school has regular communication with those outside.</p> <p>Multiple levels of communication including regular e-mails and Facebook page updates. This ensures that people with different communicative needs can be reached.</p> <p>There is a collaborative approach to dealing without outside agencies, in particular, with the Ministry. This approach pays off.</p>	<p>Showcasing the success and achievements of students in communications to the community and families.</p> <p>Including student voice in outgoing communications.</p>
<p><b>Environment</b> <i>The inclusion of the environment and natural sustainability in the curriculum and upkeep of a physical space that sets Albury School apart as a school with a strong environmental focus.</i></p> <p><b>ENABLER</b></p>	<p>Albury School has a status as an Enviroschool, and this needs to be further enhanced.</p> <p>The school is located within a large physical environment with numerous outdoor resources and opportunities.</p> <p>Environmental education is being integrated into the curriculum and this needs to be continually built on.</p>	<p>Further embedding environmental education into the curriculum through practical learning experiences, including in the field of agriculture (e.g. paddock to plate).</p> <p>Communication of environmental prowess to community and prospective families.</p>
<p><b>Ongoing Sustainability</b> <i>Albury School has a vision to be a sustainable and thriving two-teacher school and a school of choice for families.</i></p> <p><b>ENABLER</b></p>	<p>The school is working well in fields that might be of high importance to some families, such as the environment.</p> <p>The school has a tight-knit community who vouch for its success.</p>	<p>Need for increased proactive communications/marketing of the school to the wider community, including those in Fairlie and Timaru.</p> <p>Open days have stopped occurring and these could co-occur with the spring fair.</p> <p>Albury School does not have a zone, however, this could change in the future, in addition to zones at neighbouring schools.</p>

## Strategic Goals 2021-2023

### 1. Teaching and Learning

- Continue to use aspects of the Davis Programme and further embed it into the curriculum.
- High achievement and personal success of students is recognised and celebrated.
- PLD reflects modern trends and pedagogies to further modernise learning.
- Targets for student academic achievement reviewed alongside BOT.
- Further opportunities for tuakana/teina learning occur through group and whole school learning experiences.
- New sporting opportunities are actively sought and incorporated into extra-curricular activities offered through Albury School.
- Arts opportunities and events to showcase the arts are increased through dance, drama, art, and music activities and performances.

### 2. Communication

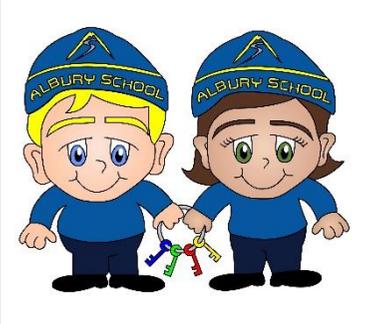
- Parents and community continue to receive regular updates on the school and student learning.
- Opportunities for the community to enter the school are continually organised and community turnout increases.
- The culture and values of the school, and the presence of the Albury Kid, is explicit and noticeable by parents and the community when they enter the school.

### 3. Environment

- Students have multiple opportunities to learn in the local environment and interact with their natural surroundings in ways which support their learning and well-being.
- Opportunities for the improvement or extension of use of school facilities are actively explored.
- Albury School engages further with Enviroschools and enhances its status as a sustainable school.
- Students, parents, and community made aware of the status of Albury School and the activities that are undertaken to be environmentally friendly.

### 4. Ongoing Sustainability

- Open days occur every year alongside the spring fair which inform the community of the merits of Albury School as an option for families.
- Regular ECE visits organised to showcase Albury School to ECEs, young children, and parents of young children. Playgroups may come to Albury School to see the school and assist in the transition.
- Comms with local newspapers at Fairlie/Timaru to occur to showcase Albury School and rural life to attract more visitors and prospective enrolments.
- Albury School leaders to attend Fairlie/Timaru community events which allow them to spread the word about Albury School and rural life to attract more visitors and prospective enrolments.
- Albury School to initiate discussions with schools in Fairlie regarding zoning and the potential for the community to introduce enrolment schemes.
- Consideration of initiatives to bring in new families to live within the Albury catchment area.

<p style="text-align: center;"><b>Plans and Policies</b></p> <p>Policy review programme  Charter forwarded to the MOE by 1<sup>st</sup> Mar 2021  Annual report to MOE by 31<sup>st</sup> May 2021  Annual student achievement targets identified  ICT Agreements – Students and Staff  Ensure Policies through School Docs are reviewed  Meet all compliance requirements</p>	<p style="text-align: center;"><b>Student Achievement and Engagement</b></p> <p>Achievement reporting plan/targets to increase student progress  Annual assessment and monitoring plan  Professional Development</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Maths</li> <li>• PACT</li> <li>• Edge</li> <li>• NZ History</li> </ul> <p>2 x Written reports to parents and 2 x Learning Conferences  Review School curriculum plan  Strengthen the Transition to Year 7 programme</p>	<p style="text-align: center;"><b>Learning Programmes and Curriculum</b></p> <p>Annual curriculum plan  Data analysis training - SMS  School wide events – to be scheduled  Curriculum and Assessment Plan to link  Team events and trips</p> <ul style="list-style-type: none"> <li>• Student First Aid training; Leadership programme</li> <li>• Life Education Programme</li> </ul> <p>Kāhui Ako partnership developments  Priority student plans  Resource review  NZ History curriculum plan</p>
<p style="text-align: center;"><b>Personnel</b></p> <p>Induction of new staff – Induction programme  HR NZSTA Audit - May  Update job descriptions and responsibilities  Annual “Professional Growth Cycle” appraisal programme as per new regulations – Teaching Council  Annual Professional Development Programme  Teacher Registration check and review &amp; attestations  Staff Flu vaccinations – arrange  Principal’s Appraisal – BOT responsibility  Keep up to date with employment CEA changes  Confirm 2022 positions  Adequately staff the school  Aim to have 2 teachers by the end of the year  Balance staffing without risk to the BOT  Ensure staff have current First Aid certificates</p>	<p><b>Annual Plan Overview 2021</b>  <b>“Learning for Living”</b></p> 	<p style="text-align: center;"><b>Community Consultation</b></p> <p>Explore Website use and training  Parent information nights, sticking to learning, parent interviews, open days  Opportunities for formal and informal interactions  BOT – Training and Development</p> <ul style="list-style-type: none"> <li>• New members</li> <li>• Training webinars and seminars</li> </ul> <p>Property developments  Profile Albury School to the wider community  Develop a plan for communication (The <b>WHY</b> followed by the how and the what (tools))  Home and School Liaison  Liaison with all ECEs</p>
<p style="text-align: center;"><b>Financial and Property Asset Management</b></p> <p>Annual report to the MOE by the 31 May 2021  Budget development reflects school priorities  Asset Register update  School house – upgrade programme  Cyclical maintenance programme review  Refurbishment – Top block</p>	<p style="text-align: center;"><b>School Climate and Environment</b></p> <p>BWOF – Annual  Property cards and manuals up to date  Environmental developments – Gardens  Enviro Schools 2021 plan  Playground development – swings/tractor</p>	<p style="text-align: center;"><b>Cultural Dimensions</b></p> <p>Link the Charter goals to school practice  Ka Hikitia - (school practices)  Māori student achievement plan</p>



## Albury School – Student Achievement Target 2021: Maths

**ANNUAL GOAL:** That all students will achieve at least at their age/stage equivalent of the NZC

**ANNUAL TARGET:** That student achievement at a high level is at least maintained in relation to the NZC and those students not achieving receive additional support to maximise their potential to succeed.

**Baseline Data:** 2020 data indicated that at the end of the year 81% of students were achieving at/above in maths. The assessment was made in relation to PACT which is aligned to the NZC. Of the 19% of students not achieving (4 students) it is noted that these are boys, all of whom demonstrate aspects of dyslexia. Observations show that this group tend to rush when attempting to solve an equation and require support with identifying the problem and subsequent process.

<b>ACTION</b>	<b>WHEN</b>	<b>WHO</b>	<b>INDICATORS OF PROGRESS</b>
Individual Learning Plans are developed for the target group (4 boys) (Learning matrix developed)	By end of March	Teacher	Plan is developed and being implemented
Classroom planning shows robust implementation of the above plan	Weekly	Teacher	Learning plans identify specific goals and progress towards goals is monitored by the teacher
School curriculum provides relevant, meaningful and engaging opportunities for students to experience maths in a variety of ways	Weekly Long term plans	Teacher	Teacher planning identifies groups of students and specific planning. Students receive teacher feedback
Maths programme using the Learning Progressions and data is put into PACT PLD for staff in relation to PACT	Weekly Planning	Teacher	Data input is timely and made as the teacher observes the student success (not left until mid-year)
High expectations are shared with students and parents as well as the programme of learning	Each term and as required	Teacher	Learning matrices explicitly identify the learning goals and next steps learning. Students can discuss their maths and areas for development
School wide tracking of progress is reported and monitored		Teachers Principal	Meetings are held with teachers to discuss and evidence student progress. Moderation reports are completed for

## 2020 Analysis of Variance Albury School 3273

### General Analysis:

We are drawing to the end of the 2020 school year. This has been a year like none other. Learning for all schools throughout NZ has taken on different approaches as we have adapted to the external situations due to COVID -19. Not only that, but we are also responding to numerous ongoing changes that are affecting Professional Development, Funding and Staffing.

This year we are very proud of our school achievements. In amongst some complex matters the school has delivered a wide curriculum, held annual events, participated in inter-school events, developed a new teaching team and continued to provide a solid, sound learning programme that has been supported by dedicated, skilled professionals.

<b>Strategic Aim: Writing</b> <i>To maximise our student's potential through personalised learning. (Strategic Goal 4)</i>  <i>That all students will achieve at or above the NZ Curriculum writing for their age and stage.</i>  <i>To lift the achievement level of all students identified as achieving below or at risk of falling below the expected level for reading, thus raising the overall levels in literacy across the school.</i>			
<b>Baseline data:</b> 2019 end of Year Data (25 students) Below: 44% (11 students) At/Above: 56% (14 students)	2020 start of Year Data (21 students as at 01.03.2020) Below: 52% (11 students) At/Above: 48% (10 students)	<b>TARGET:</b> Children make accelerated progress towards expected levels in Writing against Writing Learning Progressions.	
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance?</b>	<b>Evaluation (where to next?)</b>
<ul style="list-style-type: none"> <li>• Use of the Literacy Learning Progressions including moderation of writing and data entry into PACT</li> <li>• Increased use of digital technology tools to support the literacy learning outcomes</li> <li>• Specific teaching around the relationship between reading and writing – transferable skills and knowledge</li> <li>• Opportunities to write</li> <li>• Teacher collaboration</li> </ul>	Mid Year tracking: Below: 70% At/Above: 30%  End of Year: Below: 9% (2 students) At/Above: 91%	<p><b>Year 1-3 students:</b> At the end of the 2020 school year 92 % (11/12) of students are writing within or above the expected level of achievement. At mid-year two students were identified at risk of not achieving the expected level. 1/12 student has made fabulous progress from mid-year and although is meeting most of the writing aspects, is not solid enough yet to write consistently using the language features required. This student requires closer monitoring into the New Year. The other student has made accelerated progress since mid-year and is now achieving within expectation.</p> <p><b>Year 4-6 students:</b> At the end of the 2020 school year 89 % (8/9) of students are writing within or above the expected level of achievement. At mid-year one student was identified at risk of not achieving. There has been a change of cohort in the class and the reporting is not with the same cohort. There has been a focus on writing after the mid year reporting and moderation using PACT. This progress is pleasing and will remain a focus into 2021.</p>	Continue to strengthen knowledge in the LLP and PACT analysis.  Review Literacy Programme (Davis) and explore evaluate structured literacy components.  Literacy Resource review
<b>Planning for 2021 year:</b> Moving to a sole charge school will require a change of classroom programming to cater for students in Y1-Y6. The programme will need to be well planned, organised and flexible with clear learning progressions for individual students. It will be important to work on from the gains made in 2020 as a conduit for strengthening the programme. I query whether the moderation in relation to the LLPs is comprehensive enough and this will be further explored in 2021, along with how the information from LLP is then reflected in the class literacy programme.			

**Strategic Aim: Reading**

*To maximise our student's potential through personalised learning. (Strategic Goal 4)*

*To lift the achievement level of all students identified as achieving below or at risk of falling below the expected level for reading, thus raising the overall levels in literacy across the school.*

**Baseline data:**

2020 start of Year Data (21 students as at 01.03.2020)

Below: 33% (7 students)

At/Above: 67% (14 students)

**Target:**

Children make accelerated progress towards expected levels in Reading against Reading Learning Progressions.

**Actions (what did we do?)**

- Provide a variety of opportunities for students to read, be read to, and provide reading responses that encourage enjoyment and fulfilment from reading
- Increased use of digital technology tools to support the literacy learning outcomes Reading Eggs, Phonics programmes)
- Specific teaching around the relationship between reading and writing – transferable skills and knowledge
- Encouragement with home partnership in reading (Monitoring journals)
- The Library was closed due to an intended classroom upgrade but this did not eventuate. The local Library and National Library were used as resources in the meantime.

**Outcomes (what happened?)**

Mid Year tracking:  
Below: 30%  
At/Above: 70%

End of Year:  
Below: 9% (2 students)  
At/Above: 91%

**Reasons for the variance?**

**Year 1-3 students:** At the end of the 2020 school year 83% (10/12) of students are working at or above the curriculum expectations for their year group. The two students not yet achieving at the curriculum expectation were also identified at mid-year as the only two students in Y1-3 not yet achieving. Although progress has been made, they are still having some difficulties and continue to have additional in-class support.

**Year 4-6 students:** At the end of the 2020 school year 100% (9/9) of students are working at or above the curriculum expectations for their year group. This is an exceptional result enhanced by the fact that 66% are reading above the curriculum expectation. There is a consciousness that reading skills need to be used across the curriculum areas and each learning area has specific language. A term that is used is “reading to learn” compared to “learning to read”. This age group can read – and they have a tremendous skillset to widen their vocabulary through the learning areas.

**Evaluation (where to next?)**

- Celebrate success with our community
- Re-open the school Library
- Review resources
- Extend home reading programme monitoring across all school levels

**Planning for next year:** Moving to a sole charge school will require a change of classroom programming to cater for students in Y1-Y6. The programme will need to be well planned, organised and flexible with clear learning progressions for individual students. It will be important to work on from the gains made in 2020 as a conduit for strengthening the programme.

A number of students demonstrate literacy behaviours consistent with dyslexia processing. Staff require further training and upskilling in this area, as strategies can be successfully used for all learners. A strengthening of skills across the revamped Kāhui Ako may provide a platform for sharing and collaboration. It may be prudent to use Accord Days to provide time for this as financial resourcing for relievers and course costs is a barrier for PLD.