

"Learning for Living"

Albury School Charter 2022

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Ministry of Education Unique Identifier: 3273

About Albury School

"Learning for Living"

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. 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 2022)

Nick Fisher
Sam Bray
Georgina McKerchar
Aaron McCall
Donna Donnelly
Elsie Greenwood

Presiding 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.

	Continue	Develop further
<p>Teaching and Learning <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>CORE BUSINESS</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>Communication <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>CORE BUSINESS</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>Environment <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>ENABLER</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>Ongoing Sustainability <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>ENABLER</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

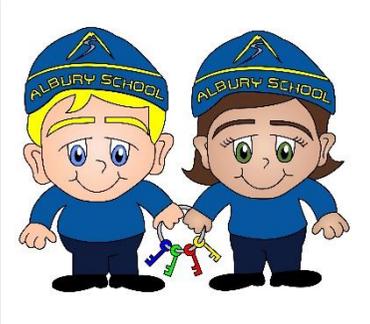
- Parents and community continue to receive regular updates on the school and student learning.
- Opportunities for the community to enter the school are continually organised and community turnout increases.
- The culture and values of the school, and the presence of the Albury Kid, is explicit and 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;">Plans and Policies</p> <p>Policy review programme Charter forwarded to the MOE by 1st Mar 2021 Annual report to MOE by 31st 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;">Student Achievement and Engagement</p> <p>Achievement reporting plan/targets to increase student progress Annual assessment and monitoring plan Professional Development</p> <ul style="list-style-type: none"> • Literacy • Maths • PACT • Edge • NZ History <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;">Learning Programmes and Curriculum</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 Kāhui Ako partnership developments Priority student plans Resource review NZ History curriculum plan Albury Kids – review the internal process</p>
<p style="text-align: center;">Personnel</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 & attestations Staff Flu vaccinations – arrange Principal’s Appraisal – BOT responsibility Keep up to date with employment CEA changes Confirm 2023 positions Adequately staff the school Balance staffing without risk to the BOT Ensure staff have current First Aid certificates</p>	<p>Annual Plan Overview 2022 “Learning for Living”</p> 	<p style="text-align: center;">Community Consultation</p> <p>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"> • New members • Training webinars and seminars <p>Property developments Profile Albury School to the wider community Home and School Liaison Liaison with all ECEs</p>
<p style="text-align: center;">Financial and Property Asset Management</p> <p>Annual report to the MOE by the 31 May 2022 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;">School Climate and Environment</p> <p>BWOF – Annual Property cards and manuals up to date Environmental developments – Gardens Enviro Schools 2022 plan Playground development – swings/tractor</p>	<p style="text-align: center;">Cultural Dimensions</p> <p>Link the Charter goals to school practice Ka Hikitia - (school practices) Hikairo Schema - explore Māori student achievement plan</p>

Albury School – Student Achievement Target 2022: Writing

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: 2021 end of year data indicated that 33% of our students were not achieving at the expected level in writing. This equated to 9 students. 3 of these students have now left Albury to move into Year 7. The remaining 6 students are in Year 4 and Year 6 (2022). The Year 4 group is a significant proportion of students and they also represent a group who are also needing support in maths.

ACTION	WHEN	WHO	INDICATORS OF PROGRESS
Individual Learning Plans are developed for the target group (Learning matrix developed)	By end of T1	Teacher	Plan is developed and being implemented
Classroom planning shows robust implementation of the above plan with opportunities for teachers to observe practice and share expertise	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 use writing across the curriculum	Each term	Teacher	Teacher planning identifies groups of students and specific planning. Students receive teacher feedback
Staff are upskilled in the use of the Learning Progressions and PACT and E-AsTTle (Genre based)	Ongoing throughout the year	Teacher	Data input is timely and made as the teacher observes the student success. An achievement reporting plan is followed
High expectations are shared with students and parents as well as the programme of learning	Each term	Teacher Literacy leader	Parent meetings to further engage parents in support of their child(s) learning
School wide tracking of progress is reported and monitored	As per the achievement programme	Teachers Principal	Meetings are held with teachers to discuss and evidence student progress. Moderation reports are completed and reported to board
Considered and deliberate approach to spelling and punctuation skills along with a phonological awareness approach	Weekly	Teacher	Robust monitoring using a range of tools (The CODE, Structured Literacy, BSLA)
Teaching and learning literacy resources reviewed and new purchases made within budget	As needed	Teachers Principal	Budget is prioritised to meet the learning needs and resources purchased and utilised

2021 Analysis of Variance Albury School 3273

General Analysis:

2021 provided opportunities for Albury School to demonstrate the strong partnerships with parents and the community as we navigated another year of Covid-19 restrictions with added complexity around new mandates, staff changes and roll growth. 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 where possible, developed a new teaching team and continued to provide a solid, sound learning programmes that have been supported by dedicated, skilled professionals. New enrolments in 2021 change the data reporting figures from the previous year. We had a total of 15 new enrolments in 2021. We had 7 students enrol from other schools and 8 new 5 year olds starting school.

Strategic Aim: Maths

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

That all students will achieve at or above the NZ Curriculum writing for their age and stage.

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: End of 2020 data showed that 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 to be used.

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.
Target students – 4 boys.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance?	Evaluation (where to next?)
<ul style="list-style-type: none"> • Start of the year until mid-June student numbers were climbing until we could reach the threshold to start a second class. • Senior class Year 4-6 started in June 2021 • Manage the learning environment through Covid • Manage changes in staff • Support students through a range of learning tools and resources • Deliberate focus on problem solving and the use of the environment • Teacher aide employment and in-class student support programmes developed 	<p>Final achievement outcome in maths across Y1-Y6: At/Above – 66% Below – 33%</p> <p>Final achievement outcome for target students: 3 out of the 4 students were working at their expected level. One student made progress but is still below the expected level.</p>	<p>The size of the class and the range of student ability (having to bulge before a new class was started) did have an impact on the ability to deliver specific individual programmes for 26 students Y1-Y6.</p> <p>This was further impacted by Covid and the ongoing issues around more student absences (with colds etc).</p> <p>However, the target students achieved very well and it was pleasing to see how they were able to problem solve at a higher level with strategic decisions around the selection to the choices of operations required. This was a focus and the outcome was positive.</p>	<p>Continue to strengthen knowledge in the LLP and PACT analysis.</p> <p>Review assessment protocols.</p> <p>Robust curriculum monitoring.</p>

Planning for 2022 year: It is noted that 16/35 students started Albury school prior to 2021. The current 35 student roll has 19 students who have joined Albury School since the beginning of 2021, hence being at Albury for 1 year or less. The current teaching staff are new, and we are building on the strengths of the school's values and expectations. Community partnerships are strong and learning programmes are at an intersection of traditional and new thinking. New staff have a range of knowledge and experiences in teaching tools and techniques, so it is important that these passions are utilise to best support our Albury Kids. Maths will continue to be a focus with school.