



CHARTER 2010-2012

<h2>Our Mission</h2> <p><i>To achieve educational excellence for each child through a partnership between the home, school and community</i></p>	<h2>Our Vision</h2> <p><i>Our school is about learning... learning to choose...choosing to learn to be the BEST we can be. (Belonging, being Enterprising, Succeeding, and being Trusting)</i></p>	<h2>Values We Share</h2> <table style="width: 100%; border: none;"> <tr> <td>* Respect</td> <td>* Co-operation</td> </tr> <tr> <td>* Honesty</td> <td>* Perseverance</td> </tr> <tr> <td>* Trust</td> <td>* Consideration</td> </tr> <tr> <td>* Responsibility</td> <td>* Independence</td> </tr> <tr> <td>* Tolerance</td> <td>* Aroha</td> </tr> <tr> <td>* Common Sense</td> <td>* Excellence</td> </tr> <tr> <td>* Positive Attitude</td> <td>* Reliability</td> </tr> </table>	* Respect	* Co-operation	* Honesty	* Perseverance	* Trust	* Consideration	* Responsibility	* Independence	* Tolerance	* Aroha	* Common Sense	* Excellence	* Positive Attitude	* Reliability
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<h2>The New Zealand Curriculum</h2> <p><i>“Young people who will be confident, connected, actively involved, lifelong learners”.</i></p> <p>This is achieved through teaching and learning based on the following...</p>	<h2>Learning Areas</h2> <p>From the New Zealand Curriculum</p> <ul style="list-style-type: none"> • English • Mathematics and Statistics • Science • Technology • Social Sciences • The Arts • Health and Physical Education • Learning Languages 	<h2>Key Competencies</h2> <p>From the New Zealand Curriculum</p> <ul style="list-style-type: none"> • Thinking • Relating to Others • Using Language, Symbols, and Texts • Managing Self • Participating and Contributing <p><i>(We systematically focus on one Key Competency each term – as an important component of becoming the BEST we can be.)</i></p>
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Our School

Brief Description	Staff and Students	Community
<p>Lyall Bay School opened in 1909 and is a state contributing school of Years 1-6 students. The school is located in the heart of the popular Wellington suburb of Lyall Bay and with around 400 students, it is currently one of the largest contributing schools in the city. <i>Although situated on a somewhat limited site, the school is totally committed to pursuing strategies for progressively developing modern teaching & learning facilities and attractive, safe grounds that are widely used by the community.</i></p> <p>With two main buildings the school operates in departments – the junior school catering for children in their first three years, and the senior school for years 4 and above. www.lyallbay.school.nz provides detailed information about the school.</p>	<p>The school offers a friendly, stable teaching staff with any vacant positions always highly sought after. The staff profile shows a balance of male-female teachers and a range of professional experience and interests. Teachers work together in a collaborative manner.</p> <p>Being part of a multi-cultural community our children come from diverse family backgrounds. We believe that this cultural and socio-economic mix is a strength of the school, with children being encouraged to share their ethnic backgrounds with others. The school maintains high expectations of student behaviour and achievement, and its people work harmoniously together.</p>	<p>The suburb of Lyall Bay has become a popular choice for young families. Over recent years housing prices have risen dramatically due to market demand. This has resulted in the socio-economic decile rating of the school rising from 3, to 4, to 5, and now 7 in around 12 years. Of particular challenge to school organisation is the highly transient nature of the local community. In any one year it is not uncommon to receive in excess of 100 new enrolments, and farewell 50 families.</p> <p>The school is however extremely well supported by parents and the community in general. The regular distribution of our “community newsletter” and our MaranuiFM radio station assists us to maintain our ongoing positive relationship with local people.</p>

Lyllall Bay School Charter

Aims & Objectives

Covering the three statutory areas of student achievement, school performance and use of resources. (Education Standards Act 2001)

What we intend to do (our aims)

How we intend to do it (objectives)

Curriculum Delivery and Content	<ul style="list-style-type: none"> provide balanced learning programmes of the highest standard, identifying and catering for individual learning needs and styles. provide stimulating, balanced learning programmes, in accordance with The New Zealand Curriculum which will focus on assisting our young people to become confident, connected, actively involved lifelong learners give priority to children's achievement in literacy & numeracy. 	<ul style="list-style-type: none"> optimise each child's potential by using a variety of teaching approaches which acknowledge and affirm strengths, diversity, uniqueness, culture, background, and build self-esteem. develop long term plans in accordance with The New Zealand Curriculum and set out specific objectives for curriculum delivery and content. foster an environment of continuous improvement, thereby challenging children to excel. 	Curriculum Delivery and Content
Children's Progress and Achievement	<ul style="list-style-type: none"> encourage success at all levels by setting realistic learning goals with particular reference to addressing identified barriers to learning. effectively monitor and measure progress through a variety of assessment practices, giving priority to student literacy & numeracy regularly monitor levels of achievement in relation to selected Achievement Objectives specified in the New Zealand Curriculum. report each child's progress regularly to their parents/caregivers. 	<ul style="list-style-type: none"> monitor students against the National Standards provide professional development for staff on implementing these standards use a range of tools to measure student achievement. carefully analyse student achievement data to inform future programmes. individual profiles record each pupil's progress and development. report to parents/caregivers both formally and informally through oral and written reports with reference to the National Standards. 	Children's Progress and Achievement
Personnel	<ul style="list-style-type: none"> value staff act as a good employer, recognising our statutory obligations. provide opportunities for professional development. All teaching staff will be registered and will take part in self review/appraisal procedures. the most suitable candidate will be appointed to fill staff vacancies thereby creating a balanced mixture of skills. 	<ul style="list-style-type: none"> affirm staff both informally and formally. reflect our commitment to being a good employer through Personnel policies. encourage staff to extend themselves in accordance with the agreed goals through self-review/appraisal teachers will participate in the development and implementation of the school curriculum and will be encouraged to contribute to the collegial environment. 	Personnel
Health & Safety	<ul style="list-style-type: none"> provide a safe physical and emotional environment for children and staff ensure our property complies with Health & Safety requirements. 	<ul style="list-style-type: none"> ensure implementation of "Positive School Tone" statement. conduct regular Health & Safety audits according to school policy. 	Health & Safety
Finance	<ul style="list-style-type: none"> establish short and long term financial goals according to identified priorities. make optimum use of available financial resources through careful budgeting and reporting. 	<ul style="list-style-type: none"> prepare an annual budget to fund the school's curriculum, personnel, property and administration activities following agreed goals monitor and control income and expenditure throughout the year and ensure the preparation, audit and publication of annual accounts. 	Finance
Property and Resources	<ul style="list-style-type: none"> provide a modern, flexible and attractive learning environment that effectively caters for a variety of teaching and learning formats – whole class collectives, groups working collaboratively, and individual study areas. maintain buildings, grounds, facilities and resources to a high standard so that the children's learning environment is enhanced. creatively seek opportunities for the school plant to grow and develop in a cohesive manner as increasing numbers of children are enrolled in the future 	<ul style="list-style-type: none"> liaise effectively with the Ministry of Education to jointly create new teaching & learning spaces that will allow teachers to deliver the 21st century curriculum in the range of learning situations it is intended for. maintain and regularly review the 10 Year Property Management Plan to ensure that future property planning proactively responds to changing needs. maintain an up to date asset register. 	Property and Resources
Community Participation	<ul style="list-style-type: none"> provide opportunities for the board to seek, reflect or respond to views and aspirations of the community in accordance with our vision and mission statement. 	<ul style="list-style-type: none"> inform parents of school activities and policies through the weekly newsletter. share successes through regular school expos and performances. maintain an "open-door" policy and formally consult with the community as the need arises. recognise ongoing support given by the Friends of the School group (including fundraising activities) 	Community Consultation
School Self-Review	<ul style="list-style-type: none"> maintain an ongoing programme of self-review to assure that objectives are being met and children's learning outcomes are enhanced. 	<ul style="list-style-type: none"> work through the agreed self-review plan, adjusting the delivery of service in each area according to the self-review outcomes. 	School Self-Review
Cultural Diversity	<ul style="list-style-type: none"> positively celebrate differences and openly accept all cultures and beliefs. 	<ul style="list-style-type: none"> use appropriate occasions to celebrate cultural diversity, recognising the educational value of these. be sensitive to the cultural backgrounds/values of individuals and their families. 	Cultural Diversity
Maori	<ul style="list-style-type: none"> recognise our commitment to the Treaty of Waitangi by ensuring that every pupil is enriched by an environment which values and reflects New Zealand's bicultural heritage. 	<ul style="list-style-type: none"> in consultation with school's Maori community, ensure that reasonable steps are taken to provide programmes in Tikanga Maori (Maori culture) and Te Reo Maori. 	Maori

LYALL BAY SCHOOL CHARTER: 3 YEAR DEVELOPMENT STRATEGY

Priority Strategic Goals for the Period 2010 to 2012

This is a "rolling" plan. Each year's strategic goals are confirmed prior to the commencement of the year. Strategic goals for subsequent years are tentative pending "opportunity" adjustments and confirmation at the commencement of the year. Appropriate forms of documentation for each goal are provided in Annual Plans.

The goal title is a communicative "banner" which becomes widely known in the school community as an area for special and priority development	Goals are statements which focus on a small number of selected areas for special or priority attention. In turn, targets specifying the particular aspects of those goals to receive attention in a given year will be shown in Annual Plans . Conceivably there can be a multitude of activities and projects a school will want to undertake in any given year. For the purposes of this plan, special discipline is exercised in selecting a small number of goals for each year (2 or 3) which are directly related to student achievement. Other activities may be detailed in an annual supplementary schedule.	Costs are "best estimate" in this plan. More precise costings are provided in Annual Plans.	The people who will have responsibility for programme development and management are nominated in this plan.	Goals may be valid for one or more years depending on sensible decisions about attainability and sustainability. It is often unrealistic to have tightly defined annual targets for areas of learning that take time to advance to the point where genuine gains are achieved with some degree of permanence. This applies particularly to higher level learning.		
Goal Titles/Areas	Goals	Costs To Budget For	Leadership Responsibility	2010 Confirmed	2011 Proposed	2012 Proposed
Literacy	To further develop, implement, monitor and review programmes and practices that strengthen literacy skills at all levels of the school	Staff Professional Development Teacher Release	Literacy Curriculum Leader	Further Whole-school Professional Development in Written Language using the "First Steps" resource	Whole school Professional Development in Speaking and Listening (with outside facilitator)	Further Whole school Professional Development in Speaking and Listening (with outside facilitator)
Numeracy	To further develop, implement, monitor and review programmes and practices that strengthen numeracy skills at all levels of the school	Staff Professional Development Teacher release Resources	Mathematics Curriculum Leader	Fully implement the Mathematics & Statistics Curriculum throughout the school	Numeracy Project Maintenance and Refinement across all class levels	Numeracy Project Maintenance and Refinement across all class levels
E-Learning	To further develop, implement, monitor and review programmes and practices that make greater use of E-Learning at all levels of the school	Staff Professional Development Facilitator Teacher release Resources	Management Staff	Implement the NZ Curriculum through the use of E-Learning. Work together as part of a cluster of schools	Continue with E-Learning cluster sharing innovations and best practice. Focus at all levels of the school	Continue with E-Learning cluster sharing innovations and best practice. Focus at all levels of the school
Cooperative Learning and Inclusion	To further develop, implement, monitor and review programmes and practices that strengthen Cooperative Learning and Inclusive Activities at all levels of the school	Staff Professional Development RTL Facilitator Teacher release Resources	Management Staff	Continue to build on the success of the Enhanced Programme Fund cluster project that commenced in 2009	Reflect on the success of the 2009-2010 EPF project and provide further training opportunities as required	Continue to provide further training opportunities as required and maintain continuing contact with mentor teachers

Lyal Bay School Strategic Plan : Governance (Policy) Strategy

Annual Plan & Mandatory Policy Review	Term One Formal Approval of Annual Plan Confirming Annual Achievement Targets Reporting on Previous Year's Targets		Term Three Annual Plan Implementation Monitoring Annual Achievement Targets Data gathering / ongoing reporting on progress Health Consultation – August		Term Four - Annual Plan Implementation Monitoring of Annual Achievement Targets Data gathering / ongoing reporting on progress Drafting Annual Plan / Targets for following year Policy Booklet - October	
	Other Review Areas	YEAR 2010 (BOT) Election	YEAR 2011	YEAR 2012	YEAR 2013 (BOT) Election	YEAR 2014
NAG 1 Curriculum Implementation, Assessment & Achievement	English Mathematics & Statistics (review current strengths / areas for extra emphasis as new curriculum is implemented)	Further review, amend and update curriculum plans across all learning areas	Maths & Stats - review Further review and update curriculum plans - Health & PE - The Arts	English - review Further review and update curriculum plans - Science - Social Sciences	Maths & Stats - review Further review and update curriculum plans - Technology - Learning Languages	English - review Amend and implement curriculum plans as required
NAG 1 Curriculum Issues	Assessment reporting to parents & community – National Standards	Local curriculum review. National Standards Data reporting to MOE. Presentation of student work. Portfolios.	Maori / Pacific Island Achievement Issues of other Ethnic Groups	Special Needs (including at risk and gifted children)	Key Competencies (review of how effectively we are developing these with our students)	E.O.T.C./Co-curricular
NAG 2 Self Review	Induction of new Board Charter Update. Response to 2009 Community Consultation ERO Recommendations	Improvement Plan Community Consultation Examine new Self Review tools	BOT Operations Marketing the School Response to 2011 Community Consultation	Induction of new Board Charter/Policy Update School Documentation Community Consultation	Self-Review Assessment Response to 2013 Community Consultation	Improvement Plan Community Consultation
NAG 3 Personnel	Performance Management (Portfolios)	NEG Review (Alt. Nos.) EEO Programme Professional Development Protected Disclosures	Induction of New Staff	Appointment Procedures Management Structure	Complaints Procedures & other Personnel Policies	Performance Management
NAG 4 Finance	Cash handling / Accounting	Asset Register Insurance	Financial Priorities & Budget Procedures	Income Streams (eg Activity Levy)	Office Administration	Cash handling / Accounting
NAG 4 Property	10 Year Plan – Year 2 (Annual Maintenance) New property works – new classrooms ICT equipment	10 Year Plan – Year 3 (Annual Maintenance) New property works – building replacement?? Caretaking / cleaning	10 Year Plan – Year 4 (Annual Maintenance) New property works- further new classrooms Furniture	10 Year Plan – Year 5 (Annual Maintenance) ICT equipment	10 Year Plan – Year 6 (Annual Maintenance) Caretaking / cleaning	10 Year Plan – Year 7 (Annual Maintenance) Furniture
NAG 5 Health & Safety	Discipline Positive School Tone (Re-analyse document)	Safety Procedures	Emergency Action Guide	School Routines (Long Term Calendar)	Discipline Positive School Tone (Re-analyse document)	Legislative Compliance
NAG 6 General Compliance	Attendance	Prospectus	Open for instruction (length of day, year)	Key Legislation Compliance Check	Enrolment Procedures	Attendance