



NORFOLK

SCHOOL

**School Charter
2019**

Section 1: Introduction

Norfolk School's shared vision is 'Together we achieve our potential'.

Teachers, support staff, board members, parents, caregivers and outside agencies work together with a common purpose, our learners. Our responsibility is to support students to achieve their potential across the curriculum, where they follow the path that best suits their learning aspirations.

The Unique Features of the Norfolk School Community

Norfolk Community Culture:

Norfolk School is the centre of the community. Even though everyone comes from a wide geographic area, the school connects everyone with a common purpose, our student learners.

Norfolk School has a unique culture that is characterised by learners who act as citizens of a connected community. Adults in the community are also aware of their moral responsibility to provide the best learning environment for our children. This is evident by positive home and school partnership that is focused on 'what is best for students'.

Norfolk School is a U4 Full Primary School (Yr 1-8, Decile 9). The school is organised into six classrooms. Norfolk School is zoned and has a growing roll of approximately 150 students. The school was last reviewed by ERO in 2018, where we were placed on a 3 year review cycle.

The Norfolk School Values

Norfolk Community Values:

- **Respect:** For others regardless of race, religion, individual differences. Friendly and respectful in the way we speak to each other. Manners for old and young. Genuine towards others.
- **Compassion:** We look out for each other. Caring. Supportive. Considerate of others. Friendliness, helpful, trusting. Community spirit. Generosity and fairness. Empathetic. Down to earth.
- **Honesty:** Being as one community, telling the truth, and being honest about our actions.
- **Pride:** Being the best we can be. Happy, positive, and confident people. High expectations on how people act. High standards of teaching and learning. Self-belief. Being proud. Positivity. High standard of behaviour.
- **Responsibility:** Taking ownership for your own actions.
- **Integrity:** Commitment towards the well being of other people, through moral actions.

Recognising New Zealand's Cultural Diversity

Recognising New Zealand's Cultural Diversity:

- Norfolk School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:
 - Consultation with our Maori parents and community informs charter development each year.
 - Prioritising Maori achievement.
 - Reflecting the unique place of Maori within our policy documentation and curriculum statements.
 - The continuing development of policies and practices, which reflect New Zealand's cultural diversity.
 - Providing all students with experiences and understandings in cultural traditions, language and local history.
 - The development of a curriculum delivery plan, which incorporates Te Reo and Tikanga Maori.

Review of Charter and Consultation

The Board of Trustees will lodge a copy of this updated Charter with the Ministry of Education by 1st March each year.

The school community have been and will continue to be regularly consulted about the school's strategic direction through:

- Community Consultation Meetings (Strategic Planning and Visioning)
- Online Community surveys (Strategic Planning and Visioning)
- Māori Community Consultation Hui

Parents will be informed of student's progress against the New Zealand Curriculum Learning Progressions. Parents will receive an interim written report in the middle of the year and a summative written report in December. A review of student achievement throughout the year will be presented to the community annually.

Each year, targets to improve student achievement against New Zealand curriculum levels will be identified by:

- Analysis of school-wide assessment data.
- Information gathered through curriculum reviews.
- In order to achieve goals, the Board of Trustees will support school leadership to provide appropriate professional development so that improvements in achievement can be achieved.

Guiding Principles

“The principles set out below embody the beliefs about what is important and desirable in school curriculum - nationally and locally. They underpin all school decision-making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward looking and inclusive, and affirms New Zealand’s unique identity. The principles relate to how curriculum is formalised in our school; they are particularly relevant to the processes of planning, prioritising and review.

Norfolk School’s Curriculum is consistent with these eight statements:

High Expectations: *The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.*

Treaty of Waitangi: *The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundation of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.*

Cultural Diversity: *The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.*

Inclusion: *The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.*

Learning to Learn: *The curriculum encourages all learners to reflect on their own learning processes and they learn how to learn.*

Community Engagement: *The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.*

Coherence: *The curriculum offers all learners a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.*

Future Focus: *The curriculum encourages learners to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation”.*

(The New Zealand Curriculum, Ministry of Education, 2007, p10).

Te Kāhui Ako o Kōhanga Moa Inglewood Community of Learning -

Norfolk School is part of the Inglewood Community of Learning - Te Kāhui Ako o Kōhanga Moa. This Kahui Ako is made up of Inglewood High School, seven local primary schools - Norfolk School, Inglewood Primary, Kaimata School, Ratapiko School, Waitoriki School, St Patricks Inglewood, Egmont Village School and four early childhood centres - Inglewood Community Childcare, TopKids Inglewood, Inglewood Kindergarten, Inglewood Playcentre.

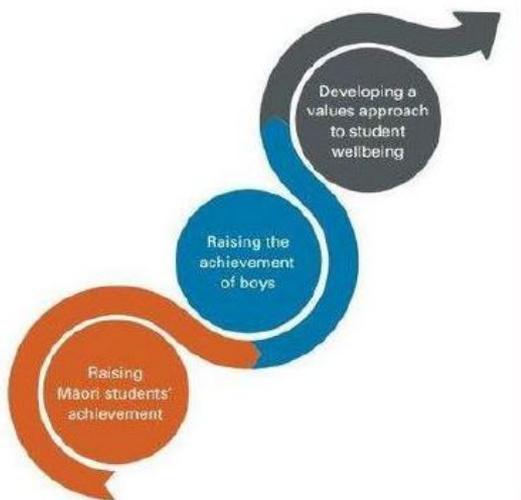
Te Kāhui Ako
o Kōhanga Moa



Norfolk School staff are committed to continuing our professional learning to develop quality learning practices in all learning areas. A major Kahui Ako shared pedagogy project in digital fluency is an exciting next step for our entire community. Staff are already enjoying connecting with other learning centres for professional learning.

Innovative, future focused learning environments remain a strong focus with an aim to provide quality, individualised learning programmes and professional connections with other schools and the collective strength this brings is benefitting us all. .
(Norfolk Strategic Goals 1, 2, 3)

Kāhui Ako o te Kōhanga Mōa - Inglewood Community of Learning Achievement Plan



Our Challenges

We have four identified key areas. In the first instance these will support the development of Mathematics across our iCoL as well as the improvement of NCEA endorsements in the secondary school. However, we also acknowledge that these overarching challenges and strategies will support student achievement across all aspects of the curriculum.

- 1 Raising Achievement through Shared Pedagogy:** Developing shared pedagogy across the community focussing on increasing kaiako capacity to progress and raise achievement in all areas.
- 2 Raising Achievement through Enhanced Transitions:** Developing key strategies to ensure successful transitions into, between and within ECE, primary, secondary, and tertiary/workforce as well as between levels within ECE, primary, secondary and tertiary .
- 3 Raising Achievement of Akōnga with Additional Learning Needs:** Facilitating better access to services for priority and targeted ākonga internally and externally.
- 4 Whānau and Iwi Partnerships:** Fostering learning partnerships with whānau.

We are building strong links with early childhood centres and maintain a strong relationship with Inglewood High School to ensure smooth transitions with our learning partners.
(Norfolk Strategic Goal 5)

We continue to explore opportunities to strengthen links with external services available in our community to benefit our tamariki. (Norfolk Strategic Goal 4)

Strong whānau partnerships have always been a major focus area for Norfolk School and this continues to be at the heart of our purpose. We are excited by the growing strength of Te Kohanga Marae and the relationship our kura is building with the marae whanau.
(Norfolk Strategic Goal 5)

Strategic Goals 2019

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

Strategic Goal 2

To continue to accelerate learning in numeracy and literacy across the school.

Strategic Goal 3

To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered inquiry learning approach.

Strategic Goal 4

To foster student wellbeing throughout the school so that every child can feel safe, valued, included and accepted for who they are.

Strategic Goal 5

To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

Strategic Goals 2019

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

2019

- Kahui Ako Digital Technologies PDL with Jacqui Sharp and Associates - Year long Centrally Funded PLD.
- Implement the use of SEESAW in all classes to provide real time links between home and school in sharing student learning with whanau.
- Establish informal teacher inquiry based on interests and next steps for each individual teacher.
- All staff to continue to explore ways to work collaboratively with colleagues to move towards hub based learning settings rather than single cell classrooms.

2020

- Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2019.
- Identify professional learning needs individually and collectively and make provision for these.

2021

- Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2020.

Annual Plan 2019 - Goal 1: To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

Expected Outcome:	Specific Actions:	Responsibility:	Time frame:
Enhanced collaboration between with like-minded colleagues - good practice shared and provision made for staff to connect with other schools.	<ul style="list-style-type: none"> -Principal to attend seven PLG sessions throughout the year- participate on professional discussions and reading, share learnings and next steps with our leadership team at Norfolk. -Develop personal goals which will form an ongoing inquiry for 2018. -Principal take part in the SICOL PLG group to build leadership skills. 	Andrew	Throughout 2019
Deliberate planning using the updated digital curriculum across all learning areas	<ul style="list-style-type: none"> -Attendance to all PLD Sessions with Jacqui Sharp and Associates -1-1 coaching with Jacqui Sharp and associates for all teachers. -All teachers apply new learning into daily classroom practice. -Kahui Ako Digital Technologies PDL with Jacqui Sharp and Associates - Year long Centrally Funded PLD. 	All Staff	
SEESAW used as an effective tool and a record of learning.	<ul style="list-style-type: none"> -Melisa to model next steps in staff meetings for staff to use with their students. -Implement the use of SEESAW in all classes to provide real time links between home and school in sharing student learning with whanau. 	Melisa, All Staff	Monthly
Enhanced collaborative teaching.	<ul style="list-style-type: none"> -Two teams, with Junior - Melisa, Scott M and Elizabeth. Senior with Kerrin, Scott A, Shannon and Tracy. -Collaborative opportunities are explored and encouraged. -Professional reading and research around collaborative systems. -All staff to continue to explore ways to work collaboratively with colleagues to move towards hub based learning settings rather than single cell classrooms. 	Andrew, Lorraine, Melisa, Kerrin	Throughout 2019
Completed Norfolk Curriculum Plan	<ul style="list-style-type: none"> Ongoing design and review of the update Norfolk Curriculum which reflects our current practice -Complete Updated Norfolk School Curriculum 	All Staff	Throughout 2019

Strategic Goals 2019

Strategic Goal 2

To continue to accelerate learning in numeracy and literacy across the school.

2019

- Analyse 2018 maths and literacy curriculum achievement data to identify specific targets for Reading, Writing and Maths
- Implement the PR1ME Maths programme to provide a clear and easy to follow structure for our maths programme across the school.
- Implement the Mathletics programme as a supplementary tool for children at school and at home.
- Prepare 2020 Annual Plan collaboratively with input from staff and Board of Trustees.

2020

- Analyse 2019 National Standards Data to identify specific targets for Reading, Writing and Maths
- Prepare 2021 Annual Plan collaboratively with input from staff and Board of Trustees.

2021

- Analyse 2020 National Standards Data to identify specific targets for Reading, Writing and Maths
- Prepare 2022 Annual Plan collaboratively with input from staff and Board of Trustees.

Annual Plan 2019 - Goal 2: To continue to accelerate learning in numeracy and literacy schoolwide.

Expected Outcome:	Specific Actions:	Responsibility:	Time frame
Focus areas identified and strategies for improvement identified for Annual Goals	<ul style="list-style-type: none"> -Identify target areas that require specific attention. -Form Priority Learners groups to track and cater for with specific interventions. -Plan teaching interventions/ support that we can put in place to accelerate achievement of these learners. -Analyse 2018 maths and literacy curriculum achievement data to identify specific targets for Reading, Writing and Maths 	All Staff	Term 1 2019
Clear, easy to follow planning overview for the year's maths programme. Ongoing support for teachers and parents.	<ul style="list-style-type: none"> -Focus/recap on PR1ME Maths inquiries at every staff meeting. -Implement the PR1ME Maths programme to provide a clear and easy to follow structure for our maths programme across the school. 	Melisa, All Staff	Throughout 2019
'Mathletics' supports maths learning as well as our digital and future focused and whanau connection goals.	<ul style="list-style-type: none"> -All classes signed in and using Mathletics regularly. -Log in details are shared with parents -Integrate 'Mathletics' into our maths programmes throughout the school. 	All staff	Term 1 2019
Focus/recap on Teacher writing inquiries at every staff meeting.	<ul style="list-style-type: none"> -Within teams, Melisa and Kerrin identify writing focus areas to develop with our staff. -AP's and Team Leaders to lead Writing development through staff coaching, workshops and team goals. 	Melisa, Lorraine and Kerrin	Throughout 2019
Reflection on the efficacy of intervention programmes for our priority learners.	<ul style="list-style-type: none"> -Review progress on targeted priority learners each term to monitor progress. Share progress data with BOT -Data reviewed termly to monitor progress. 	Principal, All Staff	Termly

Annual Targets: Numeracy and Literacy- 2019

While our Reading achievement is high (84% of all learners achieving at or above the expected level), this is not reflected in our Writing and Maths achievement. For this reason, the following targets have been set.

1. Writing:

At the end of 2018, 74% of all children were at or above the expected level for writing. 75% of Māori Learners were at or above the expected level for writing.

2019 Target: 80% of all learners, including Māori, to be achieving at or above the expected level.

2. Girls Maths

At the end of 2018, 75% of all learners were achieving at or above the expected level for Maths. 76% of Māori learners were achieving at or above the expected level.

67% of girls were achieving at or above the expected level for Maths. This compared with 81% of boys.

2019 Target: 80% of all learners, including Māori and girls, to be achieving at or above the expected level.

Strategic Goals 2019

Strategic Goal 3

To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered Inquiry Learning approach.

2019

- Continue to build a strong School Environment team from local community members to help guide school gardens and environment projects.
- Build partnerships with local resource people from Taranaki Regional Council, DOC, NPDC to help develop our Norfolk School Riverside Ecosystem walkway project.
- Actively explore learning opportunities outside the classroom.
- Adventure playground development - supported by our school community.
- Linking Gardens to classroom learning more seamlessly with teaching staff looking for opportunities to link the environment to learning programmes.
- Explore and develop Play Based Learning Opportunities in the Junior Team
- Build on Electronics and Digital Learning opportunities explored and embraced by staff and learners
- Continue Digital Curriculum and Digital Fluency staff development.

2020

- Review school environment plan to date and set new targets for 2020.
- Implement new Digital Technologies curriculum effectively.

2021

- Review school environment plan to date and set new targets for 2020.

Annual Plan 2019 - Goal 3: To provide authentic STEAM (Science, Technology, Engineering, Arts and Mathematics) learning opportunities using a student centered Inquiry Learning approach.

Expected Outcome:	Specific Actions:	Responsibility	Time frame
Enhanced outdoor environments for play and learning	<ul style="list-style-type: none"> -Complete Raised Boardwalk/wetland -Complete Retaining wall -Complete flying fox -complete weed control and native planting -Continue School Environment Developments. 	Principal, Staff, Home and School and whanau	All Year
Strong partnerships with environmental experts in our area.	<ul style="list-style-type: none"> -Staff make contact with local experts from Taranaki Regional Council, DOC, NPDC and ETET (Eastern Taranaki Environmental Trust) -Make contact with people from Taranaki Regional Council, DOC, NPDC and ETET (Eastern Taranaki Environmental Trust)to help develop our Norfolk School Riverside Ecosystem walkway project. -Develop a strong network of local experts who we can call on for assistance, guidance, resources and teaching programmes around our unique school environment. -Build partnerships with local resource people from local environmental agencies/groups. 	All Staff	All Year
Increased opportunities for EOTC for our students	<ul style="list-style-type: none"> -Actively seek opportunities to explore learning opportunities outside the classroom. Utilise parent/community expertise for assistance with risk management on trips that have challenging environments. -Field trips, excursions and outdoor adventures adding motivation and building student engagement. -Utilise outdoor education opportunities available to the school. 	All Staff	All Year
Increased awareness of our impact on the environment and action to improve this.	<ul style="list-style-type: none"> -To have groups that are actively responsible for areas within the school. They will have support from staff, parents and community experts. Examples are garden group, chickens, gorge and recycling. -Staff to promote/model pride in our environment. Encourage this in students. -Develop an environmental action group to enable students to take ownership of our school and wider environment. 	All Staff	All Year
Increased student engagement leading to student agency	<ul style="list-style-type: none"> -Classroom Teacher to provide materials to explore creative ideas. Act as the coach, play alongside. Place invitations to explore. -Promote self management, increase in skills to relate well with others. Critical, creative and thinking. -Explore and develop EXPLORE Based Learning Opportunities across the school 	Melisa and Kerrin	All Year

Strategic Goals 2019

Strategic Goal 4

To foster student wellbeing throughout the school so that every child can feel safe, valued, included and accepted for who they are.

2019

- Development of student leadership programmes that promote our school values in everything we do.
- Using practices that foster and promote student wellbeing. e.g, circle time, growth mindset focus, restorative chats, Sociograms, Student Wellbeing Survey (NZCER)
- Utilise our behaviour system, based on restorative practices. Revisit regularly in staff development meetings and support provided for individual teachers as required.
- Principal/RTLB to support teachers to conduct Circle Time class conferences with individual teachers/classrooms.
- Provide education/information for parents and whanau via newsletter, facebook and in school opportunities.

2020

- Review efficacy of restorative interventions and programmes to date.
- Establish next steps and goals for restorative practices within the school.
- Provide ongoing education/information for parents and whanau.

2021

- Review efficacy of restorative interventions and programmes to date.
- Establish next steps and goals for restorative practices within the school.

Annual Plan 2019 - Goal 4: To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

Expected Outcome:	Specific Actions:	Responsibility:	Time frame
Student voice is heard and acted upon throughout the school so that students feel ownership and pride in their school.	<ul style="list-style-type: none"> -Te Pikitanga (Senior Team) to introduce leadership scheme that promotes our school values. -Being proactive in our use of growth mindset, mindfulness and calm zones in class programmes. -Leadership and Citizenship across the school 	Leadership, all staff	Term 1 onwards
Consistent restorative conversations used by staff when dealing with classroom and playground issues. Children will also be encouraged to use restorative problem solving.	<ul style="list-style-type: none"> -Revisit our behaviour plan regularly in staff development meetings and support provided for individual teachers as required. -Revisit how we can use restorative conversations effectively in team and staff meetings. -Utilise our behaviour system, based on restorative practices. 	Principal, All Staff	All Year
A clear idea of social dynamics which exist in each classroom so that positive relationships can be fostered and maintained with staff support.	<ul style="list-style-type: none"> -Principal to conduct Sociograms with each class and partner classes within the first three weeks of term -Patterns identified and strategies devised with classroom teachers to improve inclusion of isolated individuals. -Sociograms to be completed by the principal in Term 2 and to monitor social dynamics in each classroom and identify at risk individuals. 	Principal, All Staff	Term 1, 2019
An overall picture will be created to gauge the general wellbeing of our children and areas identified for improvement and targeting	<ul style="list-style-type: none"> -Register for the NZCER Wellbeing @ School toolkit -Train staff in the self review process -conduct student surveys mid term 2 (as per NZCER Guidelines) -Analyse data and utilise this in future planning interventions as well as providing information for our BOT and community -NZCER Student Wellbeing @ School Toolkit to be carried out Term 2 	Principal, All Staff	All Year

Strategic Goals 2019

Strategic Goal 5

To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

2019

*Consultation - strong focus on cultural responsiveness and future focused learning programmes

*Utilise local Marae, Library, Town Hall and Sports clubs/facilities.

* Community involvement in School gardens, outdoor classroom and river ecosystem walkway

*Increase BLOG/Facebook/seesaw use and feedback

*Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High

*Maintaining strong collaboration across schools in our ICOL cluster and SICOL collaborative partnership.

*New Entrant parent events, preschool visits, transition focus- further develop communication pathways.

*Maintain strong connections with our Home and School parent group that link to our strategic plan.

2020

- Provide opportunities for our parent community to give feedback about the operations of the school
- Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High
- Maintaining strong collaboration across schools in our ICOL cluster and SICOL collaborative partnership.

2021

- Provide opportunities for our parent community to give feedback about the operations of the school

Annual Plan 2019 - Goal 5: To maintain strong community partnerships that reflect Norfolk School's unique culture and rural setting so that the needs of the students remain at the heart of all that we do.

Expected Outcome:	Specific Actions:	Responsibility:	Time frame:
Strong community involvement and input into the life of the school and the strategic direction of the school.	<p>Regular opportunities for community to have input in school.</p> <ul style="list-style-type: none"> -Maori Consultation Hui - Termly -School environment meetings- Termly -Grandparents morning visit - Term 2 -Community picnics - Term 1 and 4 -Show Day - Term 4 -School Sports days - Swimming Sports, Cross Country, Athletics, Tabloid Sports -Consultation - strong focus on cultural responsiveness and future focused learning programmes. 	All Staff	All Year
Strong links with community organisations and facilities.	<ul style="list-style-type: none"> -Establish connections with Kohanga Moa Marae, particularly with our Kapa Haka -Utilise local Marae, Library, Town Hall and Sports clubs/facilities. 	All Staff	All Year
Enhanced communication and parent involvement through the use of digital applications.	<p>Staff continue to explore the use of digital technologies to enhance connections with parents and whanau at home.</p> <ul style="list-style-type: none"> -Increase the use of our social media platforms to maintain strong connections with whanau. 	All Staff	All Year
Smooth, low stress transitions to school for all new entrants and their whanau as well as a smooth transition to High School for Year 8's.	<p>Melisa to continue growing our new entrant transition programmes as well as parent/whanau education sessions that provide best coverage of all our new entrant families and best outcomes for these children.</p> <ul style="list-style-type: none"> -Continue to develop and strengthen relationships with ECE's, Kindy and Daycares and Inglewood High 	Melisa, Lorraine, Andrew	All Year
Continue our working relationship with our Kahui Ako partners in developing our shared goals.	<ul style="list-style-type: none"> -Participation in all Kahui Ako strategic meetings -Development of Kahui Ako Leadership structures -Maintaining strong collaboration across schools in our ICOL cluster and SICOL collaborative partnership. 	Andrew, All Staff	All Year and beyond