



Wanaka Primary School

'Empowering a community of learners'



CHARTER



School ID Number : 1167

Period: January 2008 – December 2008

SCHOOL STATEMENT

Wanaka Primary School is sited centrally in the township with ready access to the basic services. The original site was in Tenby Street on the current preschool site. The original



school was opened in 1879 and was relocated to the present site in 1950. In 2005 the 25th jubilee was celebrated. The school has undergone several designations over the years, being a district high school, an area school and now a contributing year 0-6. Wanaka Primary School has seen many changes since it was opened. The changing demands of the education system along with the growing population of Wanaka have underpinned these. The Board of Trustees ensures plans and targets are in place to ensure the education needs of children are well met in an effectively managed learning environment.

Wanaka is an area where wine growing and tourism abound as the growing industries. Nearby we have a lake, fabulous hills and scenic tracks which enable us to take advantage of many E.O.T.C activities such as aquatics, Nordic and alpine skiing and exploring the local area.

Wanaka School is a U5 school with a decile 10z rating. The school roll ranges from 330 – 400. We have 15 classrooms operating. We have a school executive officer, a receptionist, special needs teachers, teachers' aides assisting with special needs, a librarian, and a property manager. A One Day School for Gifted and Talented students also operates from our site.

The school buildings are only being maintained at this stage as the school is awaiting relocation to its new site adjacent to Mt Aspiring College. We have trees and shade areas to protect us from the harsh Central sun and we have three playgrounds, the senior one being built mid 2005, which are also enjoyed by our community and the many holiday makers who come to Wanaka.

The Board recognises New Zealand's cultural diversity and provides learning opportunities in Tikanga Māori and Te Reo Māori through specific lessons implemented by a Maori Language teacher and also through our cultural weeks and specific units of study in Social Studies and the Arts. Maori language and protocols are integrated within our everyday life as much as possible.



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Wanaka School has close warm relationships with students, parents and the community. Our strengths are in the integrated, school wide programmes and quality teaching we provide. Teachers strive to provide well balanced learning programmes, where critical thinking, co-operative learning strategies and digital literacies are an integral part of our approaches. We provide extra programmes for our at risk students and for our more able students over and above the work undertaken in the classroom. Literacy and numeracy have a high priority. Wanaka School's learning environment shows the value we place on the arts. We have a strong sporting involvement. Ongoing curriculum and teaching reviews ensure goals are set and worked towards to advance the learning environments provided for our students. The staff benefits from a strong professional development programme. We value our supportive student welfare processes with staff modeling appropriate negotiation and mediation skills and we are proud of our harmonious, happy school culture. We pride ourselves in the development of the 'all roundedness' of our students.

Wanaka Primary School is a learning community where we strive to make a real difference for our students within a supportive, yet dynamic atmosphere. We aim to promote educative achievement, both individually and collectively to the highest possible standard. We create opportunities for and stimulate learning, academic achievement, personal growth, physical wellbeing, social development and cultural awareness and appreciation. Our school mission statement is 'Empowering a Community of Learners'.



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MISSION STATEMENT

‘Empowering a Community of Learners’

Wanaka Primary School is a dynamic learning community where children respect themselves and others as they develop the skills, knowledge and attitudes that are necessary for taking an active part in an ever-changing society. It is our aim to ensure all children at Wanaka Primary School are given the opportunities to achieve to the best of their capabilities. The aim is a joint venture in partnership with the parents, teachers and children to achieve successful learning outcomes.

Wanaka Primary School empowers a community of learners by:

- ◆ Fostering the warm, caring school culture we are proud of which has an atmosphere of trust, respect and whanau.
- ◆ Ensuring the needs of the whole child is paramount and that the core business of the school is implemented in a positive, purposeful way to ensure the learning needs of all children are met and children are at the ‘cutting edge’ and ‘just in time’ of their learning.
- ◆ Parent, student, teacher relationships are supportive, co-operative and collaborative.
- ◆ Providing a balanced programme, implementing the best possible teaching strategies and resources, covering a wide range of experiences and focusing on the core competencies.
- ◆ Focusing on the key competencies particularly communication skills, thinking skills and decision making skills.
- ◆ Providing a caring, healthy and safe environment.
- ◆ Developing within children a positive self image and sense of identity.
- ◆ Ensuring each child is passionately engaged, does the best that they possibly can and develops positive work ethics.
- ◆ Developing within children a sense of responsibility for their own behaviour, a tolerance of others and effective social skills.
- ◆ Ensuring children have some knowledge, understanding and appreciation of local Tikanga and that of other cultures.

Our learners are empowered to:

Be literate and numerate
 Be confident
 Be positive in own identity
 Relate well to others
 Be resourceful
 Be risk takers
 Be enterprising and entrepreneurial
 Be reflective
 Be effective communicators
 Be collaborative
 Be able to perseverance
 Be adaptable
 Be self monitoring
 Be active seekers, users and creators of knowledge
 Be critical and creative thinkers
 Be informed decision makers
 Be actively engaged in a range of life contexts
 Care for and respect the environment
 Be physically, emotionally and spiritually healthy



Our learners are empowered through the development of these Key Competencies:

Key competencies are more than skills; they are the capabilities people need in order to live, learn, work and contribute as active members of their communities. Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes and values.

➤ **Thinking (critical, creative, metacognition, and reflective processes)**

This competency includes learners;

Having skills for 21st century

Having high level competencies in English and Mathematics

Having information and communication technology skills

Having knowledge and skills in Science/Social Sciences/Technology, the Arts, Health and Physical Education and Languages

Having learning programmes that provide balance as well as indepth coverage and real life contexts

Having inquiry learning models

Having a focus on thinking tools

➤ **Managing Self**

This competency involves learners;

Being collaborative

Being risk takers

Being reflective

Being thinkers and inquirers

Being communicators

Being well balanced

Being motivated

Being able to persevere

Being self aware and having a sense of identity

Being nurtured in their personal development

Being involved in learning partnerships

Being confident

Having a feeling of belonging

Being able to make plans and set goals

Being able to set high standards and aiming for personal excellence



➤ **Participating and Contributing**

This competency involves learners;

Looking after themselves and others

Taking care of their things and the environment

Being networked within local and global communities

Participating in a range of cultural settings

Our learners are empowered through the fostering of the following VALUES:

Our values give us meaning and motivation. They are our taha wairua – our school's inner spirit. These values help us make decisions for our learning community. These are the personal values we have identified for ourselves as citizens of a diverse, democratic community and we strive to align them with the business of the school. We strive to encourage our students to value personal excellence by setting high goals and persevering. We value innovation, enquiry and curiosity by challenging our learners to think creatively, critically and reflectively.



These values are expressed in everyday actions and interactions within the school which develop a sense of community where we demonstrate a strongly held and clearly articulated values system.



Our learning environment empowers learners by

- Being learner centred and learner directed – we know and value our learners
- Having a focus on thinking and learning to learn
- Empowering all students to learn and achieve to the best of their abilities and to seek personal excellence
- Being interactive
- Having effective modeling
- Promoting risk taking
- Having specific expectations – understanding what they are learning, why they are learning it and how they will be able to use their new learning

- Catering for individual learning styles and needs
- Utilising a range of assessment strategies for feed back and feed forward.
- Being safe, secure and fun.
- Catering for the whole child
- Motivating and stimulating learners
- Being well planned and implemented
- Having high expectations
- Providing authentic contexts for learning and multiple opportunities to learn
- Valuing everyone as a learner
- Fostering independent, self managed learners
- Reflecting up to date curriculum knowledge and teaching practices
- Being well resourced
- Working in partnership with families and communities
- Using ICT and integrated inquiry approaches to open up new and different ways of learning to; overcome barriers of distance and time, create communities of learners that extend beyond the classroom, experience customized learning and use a range of tools
- Ensuring all students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society.



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BOARD GOALS:

ADMINISTRATION:

1. Wanaka Primary School implements the National Education Guidelines and ensures that the National Administration Guidelines are followed.
2. The school's overall direction is clearly set out in a strategic plan and annual development plan, which are both reviewed and updated annually.
3. Trustees, staff and parents work in a co-operative relationship to achieve these aims and objectives to enhance educational outcomes for children.

CURRICULUM:

1. In order to provide a balanced curriculum and effective learning environment, the Board through the Principal and staff implement programmes based on the underlying principles, core competencies, stated essential learning areas and skills in the National Curriculum Guidelines, giving priority to achievement in literacy and numeracy and particularly in years 1-4.
2. The school's culture reflects student's enthusiasm about learning, teachers' enthusiasm about teaching and the willingness of the parents and community to be involved in the school.
3. Equitable learning opportunities are provided for all students. Barriers to learning are identified and effective strategies put into place to reduce these.
4. A range of assessment practices gather information to evaluate progress and achievement of students and of teaching programmes.

STUDENT SUPPORT:

1. A caring atmosphere exists in the school. All students are made to feel that the school is an emotionally safe place.
2. Students receive appropriate support and guidance as they develop personally, socially and academically.
3. The needs of Maori children are addressed within the school programme through Tikanga Maori and Te Reo Maori.

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DOCUMENTATION AND SELF REVIEW:

1. Wanaka Primary School has an up to date charter. The charter outlines what the government requires Wanaka Primary School to do as expressed in the National Education Guidelines and what the local community decides is the purpose of the school, along with the aims and objectives it wants the school to work towards.
2. Wanaka Primary School has a 3 year strategic plan. It outlines the future direction of the school in a 3-year timeframe. The school's visions, beliefs, goals and strategies are included in this plan.
3. Wanaka Primary School has an annual development plan which outlines directions for the current year. It includes areas identified in the strategic plan and self-review plan.
4. Guidelines for the delivery of the curriculum (Curriculum Implementation Plan) outline how the school delivers the curriculum to its students. These are the documents on which teaching and learning is based.
5. The Self Review Plan outlines when everything is going to be reviewed and the outcomes of these reviews. This also operates on a 3 year time frame.
6. Policy and procedure statements document how Wanaka Primary School deals with certain issues within the school.
7. Staff review is an annual process and documentation is updated three times a year.
8. Wanaka Primary School reports to parents on the achievement of their children and to the community as a whole on the achievement of students as a whole, including the achievement of Maori students. Formalised reporting, such as written reports and paren't/teacher interviews). takes place once a term. WOW sessions are held to celebrate student learning 2-3 x per year, and the newsletter and special meetings consult with and inform parents about programmes and school achievement as a whole.

PERSONNEL:

1. There are high expectations for student achievement and staff effectiveness. The staff development programme provides all staff with appropriate support in the delivery of high quality teaching and learning programmes.
2. Wanaka Primary School is a good employer as defined in the State Sector Act 1988 and complies with conditions contained in employment contracts and develops and implements personnel and industrial policies and codes of conduct based on these.

FINANCIAL AND PROPERTY:

1. Wanaka Primary School monitors and controls school expenditure through the planning and continual review of the annual budget and monthly expenditure.
2. Financial management ensures the optimum use of operation funding and locally raised funds to achieve the charter's goals.
3. Wanaka Primary school has an assets management and property plan and maintenance programme to ensure the school's facilities provide a safe, healthy and attractive environment for students.

HEALTH AND SAFETY:

1. Wanaka Primary School provides a safe physical and emotional environment for all students.
2. An up to date hazard register and maintenance checks ensure the safety of students and employees.



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ACHIEVEMENT STATEMENT

The Board of Trustees ensures that all children are given an education which respects their rights as individuals and challenges them to strive for personal standards of excellence and develop a passion for life long learning. Wanaka Primary School focuses on developing literacy and numeracy as the core of all learning along with an inquiry approach to integrate other areas of the curriculum.

INQUIRY/ eLEARNING APPROACH TO TEACHING AND LEARNING

The Inquiry approach to learning at Wanaka Primary School is based on the belief that students are powerful learners who need to be actively engaged in the process of investigating, processing, organizing, synthesizing, refining and extending their knowledge within a topic. Effective inquiry is more than just asking questions. A complex process is involved when the learner attempts to change information and data into useful knowledge. The application of inquiry learning involves many factors: effective questioning – building a framework for questions, deciding on focus questions and having a variety of levels of questioning. The Inquiry process has the potential to develop skills and dispositions for lifelong learning, for example, independence, thinking skills, confidence, decisions making, co-operative learning. Well designed inquiry learning produces knowledge formation that can be widely applied.

E-Learning refers to a broad range of activities that involve the use of information and communication technologies to support and enhance learning. It includes effective use of digital resources and learning tools, collaboration with colleagues and mentors in other locations and the experience of a virtual environment. An e-Learning environment supports an exciting journey of life long learning with e-Learning seen as an integral part of all classroom experiences not an additional requirement. It empowers learners to take responsibility for their own learning.

Integration of ICT empowers the learner by:

- Enhancing the broad educational setting
- Supporting the larger learning experience
- Extending the teacher's ability to educate
- Increasing the potency of the learning experience
- Boosting the learner's capacity, motivation and freedom to learn
- Enhancing the effective management of learning processes, planning and reporting
- Enhancing the ability to evaluate and monitor student learning
- Providing experiences unavailable in the 'real' world
- Facilitating personal and authentic learning, nurturing a love of learning and autonomy

CHILDREN AT WANAKA SCHOOL CAN:

LITERACY : READING

- ❑ Use appropriate strategies to process print.
- ❑ Understand what they read.
- ❑ Read for enjoyment.
- ❑ Identify and locate information.
- ❑ Read a variety of genre.
- ❑ Use the library and ICT sources effectively.



LITERACY: Oral / Written Language

- ❑ Demonstrate a positive attitude.
- ❑ Convey own ideas effectively using an appropriate language form.
- ❑ Develop oral/written skills necessary for effective communication.
- ❑ Process information from a variety of sources.
- ❑ Present information in an effective manner.



MATHEMATICS:

- ❑ Calculate accurately.
- ❑ Estimate confidently.
- ❑ Use mathematical skills in practical situations.
- ❑ Develop logical thinking.
- ❑ Use numerical patterns and relationships.
- ❑ Use equipment confidently and competently.

SCIENCE:

- ❑ Share and record scientific ideas.
- ❑ Investigate, predict and offer solutions to problems.
- ❑ Research and collect information.
- ❑ Understand order and pattern in living things and the interdependence between living things and the ecosystem and the planet earth and beyond.
- ❑ Develop scientific understandings of the material and physical world and understand their application to technology.



SOCIAL SCIENCES:

- ❑ Be aware of the underlying similarities in all human behaviour.
- ❑ Recognise that people hold different values and beliefs.
- ❑ Develop knowledge about people, their activities and the ways they make decisions.
- ❑ Develop investigation and inquiry learning and research skills.
- ❑ Analyse information and make own conclusions, opinions, decisions.

TECHNOLOGY:

- ❑ Be able to 'design and make' in order to solve problems and satisfy a need.
- ❑ Develop a knowledge of the impact of technology on the environment.
- ❑ Discover how technology has influenced the lives of people in different cultures and times.
- ❑ Develop understanding and skills relevant to their daily lives.

HEALTH AND PHYSICAL WELL-BEING:

- ❑ Build positive attitudes and good self-esteem.
- ❑ Demonstrate appropriate behaviours to enable them to function effectively on their own or as a group/team member e.g. co-operation, tolerance, fair play.
- ❑ Practice and apply physical skills.
- ❑ Participate in PE activities and sports with increasing skill, confidence and fitness.
- ❑ Know about and apply safety and hygiene practices and know about helping agencies in the community.
- ❑ Learn/practice conflict resolution and mediation skills.

**THE ARTS :**

- ❑ Show positive attitudes.
- ❑ View/participate for enjoyment.
- ❑ Participate in a wide range of musical, art, drama and dance experiences.
- ❑ Explore and experiment with music, art, drama and dance.
- ❑ Appreciate a variety of styles of music, art, drama and dance.
- ❑ Value own and others works.
- ❑ Practice and apply skills.
- ❑ Use and care for equipment and apply safe practices.
- ❑ Develop a knowledge of different styles, artists and their work.

MAORI:

- ❑ Show a positive attitude toward Te Reo and Tikanga.
- ❑ Demonstrate increasing knowledge and confidence in use of Te Reo and Tikanga through a progressive Maori Language programme.
- ❑ Be involved in a range of situations involving Te Reo and protocol at a hui, powhiri, and cultural performances.
- ❑ Have knowledge of Maori history and be made aware of Maori perspectives in other curriculum areas and within the essential skills.

WANAKA PRIMARY SCHOOL;

- recognizes the memorandum of agreement between Ngai Tahu and the crown.
- undertakes to identify and consult with the school's Maori community.
- consults with the local Papatipu runaka (Ngai Tahu rununga).
- seeks to identify iwi affiliation on enrolment of identified Maori students.
- and undertakes to provide learning opportunities in Tikanga Maori and Te Reo Maori, subject to available resources. (Such a request may be referred to Resource teachers of Maori for advice and guidance or referred to the Correspondence School).

THE WANAKA PRIMARY SCHOOL BOARD OF TRUSTEES CONTRIBUTION TO CHILDREN'S ACHIEVEMENT

The Wanaka Primary School Board of Trustees ensures that children are offered the best learning environment through;

- ❑ Quality of staff
- ❑ Quality management and governance through the Principal and Board
- ❑ A partnership with parents to achieve its goals.

To achieve expected curriculum achievements the Board of Trustees meets National Administration Guideline 1 by:

- ❑ Developing a strategic plan and annual development plan with staff, which focuses on students' needs.
- ❑ Linking the staff development focus for the year with school development needs.
- ❑ Implementing a school review focus designed to improve the effectiveness of programme design and implementation and hence children's learning.
- ❑ Linking the annual budget to the school development plans.
- ❑ Ensuring the management structures, school organisation, curriculum development and implementation, school programmes, policies and monitoring systems and reporting to parents are in place and are under constant review.
- ❑ Ensuring each Board subcommittee has in place effective systems to maintain and develop their goals.
- ❑ Ensuring communication and consultation systems are effective in achieving prioritised goals.
- ❑ Ensuring all Board governance structures are under constant review.
- ❑ Ensuring funding for special needs and cultural programmes.
- ❑ Providing career guidance programmes (particularly at the year 7 and 8 level).



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ACHIEVEMENT INFORMATION

How do we show the difference made to children's learning?

- ❑ Every student's progress and achievement is monitored using classroom assessment sheet recording and digitally using a Student Management System (assessment and reporting programme).
- ❑ By analysing students' classroom work, performance on assessment items and post-tests and quizzes (spelling, maths).
- ❑ Benchmarking and moderation in reading, written language, mathematics, integrated inquiry, and the key competencies skills using national exemplars, NEMP tasks and data, ARB's, P.A.T's, ASTTLE and NZCER and other standardized testing formats to develop an analysis of aggregated data using external referencing.
- ❑ Ongoing running record analysis and reading inventories and student/teacher conferences.
- ❑ Diagnostic surveys and junior school baseline testing.
- ❑ Aggregated school based data as part of curriculum review identifying achievement levels, trends, gaps, barriers and an analysis of the performance of Maori students.
- ❑ Classroom observations and anecdotal recording.
- ❑ Classroom assessment recording for units of work.
- ❑ Aggregated reports to the Board on integrated inquiry completed and on assessment data in these areas gained through pre and post unit testing and moderation involving using samples of work and identified assessment items.

The data collected and analysed is used diagnostically to provide more effective classroom and school programmes, individual instruction for students as required and quality feedback to pupils and parents.

LOCAL GOALS

- ❑ Children are involved in the wider community through participation in school camps, trips, performances such as music festivals, hui etc.
- ❑ Students at risk and those who are talented and gifted are identified and appropriate programmes are provided to meet learning needs.
- ❑ Children participate in locally organised regional sporting and cultural activities.
- ❑ The local environment is fully utilised in the E.O.T.C programme.
- ❑ Community resources are used to enhance classroom activities.
- ❑ Parents are fully involved in educational activities and are consulted regularly on school issues to encourage their interest and support of the school.
- ❑ A sun care policy is implemented to educate children fully about the dangers of the Central Otago climate.
- ❑ To build a safe, healthy, nurturing environment to develop children's confidence and self esteem. Conflict resolution skills are actively taught and practised to build social skills. Children are taught values such as caring for others, respect and self-respect. Wanaka Primary School is a safe place to be where bullying is not accepted.
- ❑ A strong information based inquiry/e-Learning approach is embedded, focusing on critical thinking, inquiry learning processes and co-operative learning skills across the school. As part of this we aim to continually develop and update IT hardware and teaching strategies and using information technology as an integrated tool in the curriculum and classroom.
- ❑ An emphasis is placed on literacy and numeracy.
- ❑ High expectations are placed on children's academic performance and behaviour.
- ❑ Whole school perspectives are practised in planning, implementation and assessment – shared planning, family groupings of children etc. We are a community of learners.



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