

COSGROVE SCHOOL



‘STAND TALL’

Charter

❖ 2009- 2011 ❖



COSGROVE SCHOOL CHARTER

VALUES STATEMENT

At Cosgrove School we value everybody and do our best to help them be their best.

VISION STATEMENT

To develop a community of motivated, confident learners who respect themselves, each other and their environment.

MISSION STATEMENT

To provide learning experiences for people relevant to their needs and meaningful to their future; to empower and excite people to realise their potential.

STRATEGIC DIRECTIONS (identified through parent survey November 2008 and school self review)

SEE 2009 – 2011 STRATEGIC PLAN FOR GOALS AND DIRECTION.

INTRODUCTION

Board of Trustees Governance

The board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

Management

The board delegates all authority and accountability for the day –to-day operational organisation of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of boards of trustees is determined by section 75 of the Education Act 1989:

s.75 Boards to control management of schools—

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals—

A school's principal is the board's chief executive in relation to the school's control and management.

Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal—

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

The School and its Community

Cosgrove School is a co-educational primary school catering for 550 Y1-6 students living within the school home zone. An effective property management plan ensures an attractive working environment providing areas that are multi-purpose. A school library and ICT suite in the new two-storey classroom block sit beside attractive play areas and fields. The school provides high quality educational opportunities for its students. A very positive ERO report in 2007 substantiated this and feedback from the biannual community survey further verified high levels of support for the school, staff and programme delivery.

National Education Priorities

Cosgrove School recognises and implements programmes focusing on the Government's National Educational Priorities:

Literacy and Numeracy

Raising student achievement

Home/School partnerships

Providing a safe learning environment

Improving Maori and Pasifika outcomes for Maori and Pasifika students

Identifying and catering for students with special needs, particularly Gifted and Talented

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments and programmes tailored to meet the needs of our unique school community. Rigorous self-review systems underlie a reflective school culture to improve delivery and effectiveness in all areas of our operation.

Student Achievement

Generally the students are achieving at the following curriculum levels

Junior school working and achieving at Levels 1-2

Middle school working and achieving at Levels 2-3

Senior school working and achieving at Level 3

Each year student achievement data is analysed to measure effectiveness of programmes and provide information for programmes of professional development and resourcing.

Cultural Diversity

The school community is multi-cultural with several nationalities represented, predominantly New Zealand European (33%), Maori (42%) and Pasifika (14%). The values and concepts underlying the Treaty of Waitangi contribute to a school wide philosophy of manakitanga, aroha and mana. The school kaumatua and proactive parents support the school to ensure we cater and nurture for all members of our learning community. The school has a commitment to fostering effective home/school partnerships as the most effective tool in raising student achievement. A recognition that the student's background, culture and family will influence their learning and achievement. The more we value and recognise these factors in our school, the more we will realise the potential of this partnership with parents.

Cosgrove School Board of Trustees supports the National Educational Goals :

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

The highest standard of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

Development of the knowledge, understandings and skills needed by New Zealanders to compete successfully in the modern, ever-changing world

A sound foundation in the early years for future learning and achievement, through programmes which include support for parents in their vital role as their children's first teachers.

A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

Access for students to a nationally/internationally recognised qualifications system to encourage a high level of participation in post-school education in NZ.

Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

Respect for the diverse ethnic cultural heritage of NZ people and NZ's role in the Pacific and as a member of the international community of nations.

Cosgrove School Board of Trustees fulfills the National Administration Guidelines (summarised) giving priority to

1. Curriculum by

- a. Providing all students with opportunities to achieve success in all the essential learning and skill areas, particularly in literacy and numeracy through assessment data systems that collect, analyse, evaluate and review all areas of delivery - achievement, breadth, depth, curriculum coverage and scope of programmes relating to our students needs, abilities and interests in our school.
- b. Meeting the needs of all students (including special needs, students at risk of and/or underachieving, Gifted & Talented or specific programmes)
- c. Communicating our policies, plans and targets for improving the achievement of our Maori students in consultation and partnership with our Maori community

2. School Documentation and Self Review

- a. Developing a strategic plan to meet the requirements of these Guidelines and to ensure ongoing systematic self-review for improvement
- b. Reporting to parents, community and MOE on student achievement as individuals, groups, whole school (including CWSN/A, and ethnic groups)

3. Personnel Management -

Promoting high levels of staff performance through 'good employer' practice that values and is responsive to staff's needs and well being

4. Finance and Property

- a. Managing school resources to support identified priorities and innovation in learning outcomes for staff and students through systematic planning, reporting and review
- b. Ensuring a safe and healthy environment that is responsive to all members of our learning community

5. Health and Safety – see No. 4

6. Legislation – comply in full with all legislation and contractual arrangements required in areas of Personnel, Finance, Property, Health and Safety and school wear. attendance etc.

NATIONAL CURRICULUM STATEMENTS – delivery through the -

Learning areas:

- English
- Mathematics
- Technology
- Science
- Social Studies
- Health & Well Being
- The Arts—Dance, Drama, Visual Art, Music

Key Competencies

- Managing Self
- Relating to Others
- Participating and contributing
- Thinking
- Using Language, Symbols and Texts

NATIONAL EDUCATION GUIDELINES IMPLEMENTATION

Cosgrove School Board of Trustees has documented and monitors the implementation through the following documents:

- : Charter and Strategic Plan
- : Annual Development Plan and GANTT (supported by detailed Action Plans for specific project priorities)
- : 5 Year Property Plan
- : Policy
- : Procedure Handbook (procedures)
- : Curriculum Quality Management Handbook
- : Schemes of Work and Planning Portfolio
- : Performance Management System
- : Budget and Audit Reports
- : School Self Review process
- : Assessment CARR (collection, analysis, report, recommendations)

- : Behaviour Management Plan
- : Administration Files: Meeting Minutes, Correspondence, Parent Communication
- : Ministry Circulars, Gazette notices, NZSTA

Cultural diversity and Maori and Pasifika dimension

Maori Community

How the school will reflect New Zealand's cultural diversity

Kapa Haka groups

Classrooms teachers to integrate and use Te Reo and Tikanga

Children attending cultural festivals.

How the school will reflect the unique position of the Maori culture?

School has a recognized kaumatua who participates fully in school occasions where appropriate.

Reporting to community on progress of Maori children

Maori protocol is an integral part of school culture: powhiri, blessings,

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

Kapa Haka groups promote tikanga Maori and Te Reo at all levels of the school

Maori Resource Kits provide opportunities and resources for teachers to incorporate tikanga Maori in classroom programmes.

What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it?

A school wide Te Reo Maori programme being developed and will be implemented and revised.

What steps will be taken to discover the views and concerns of the school's Maori community?

Annual hui to report on Maori achievement across the school.

This provides an opportunity for discussion on Maori achievement and initiatives across the school.

Pasifika

What reasonable steps will the school take to incorporate Pasifika culture

Developing Pasifika cultural groups

What steps will be taken to discover the views and concerns of the school's Pasifika community?

Meet each year to:

Annual report to the community.

Annual reporting on achievement.

Receive feedback on current issues.

Communicating with local Pasifika community.