

The Charter of Cambridge East School 2011



School Motto, & School Vision Statement

SCHOOL MOTTO

"Always my Best"

SCHOOL VISION

"Learning together today, empowering citizens of tomorrow."

Students who are:

- Creative
- Effective communicators
- Self motivated learners
- Inventive thinkers
- Respectful citizens.

And have a "can do" attitude.

Our Beliefs and Values

At Cambridge East School we believe that:

- Learning will be a stimulating, challenging experience.
- Learning is a shared partnership-students, staff, parents/caregivers.
- All people will feel respected and valued.
- A positive, caring and safe environment is important to successful learning.
- All students can learn and find success.
- Teamwork is to be encouraged, as are individual strengths and talents.

In consultation with our school community, these values are priorities for our school:

Educational values:

- Excellence
- Cooperation
- Effective communication
- Independence
- Problem solving
- Creativity
- Confidence/self esteem
- Goal setting
- Taking responsibility

Virtues values:

- Respect
- Responsibility
- Pride
- Honesty
- Caring

About Cambridge East School

SCHOOL TYPE

Cambridge East is an urban, co-educational state primary contributing school.

SCHOOL COMMUNITY DESCRIPTION

Cambridge East school is located in the north-eastern area of the Cambridge borough. The school was established in 1955 with a four classroom block and an opening roll of 146. Currently the school comprises 16 classrooms, and an administration area. A variety of facilities are housed within attractive grounds.

These include a multi-purpose room, hall, library, computer suite, resource room, swimming pool, storage sheds, 3 adventure playgrounds, 2 shade cloth areas and a shaded sandpit area. Many of these facilities have been gained in recent years as a result of a supportive school community.

While the school community's decile is high, (currently 9), a wide range of occupations is obvious in the families that contribute to the school. A growing percentage of solo parent families are evident also. It is evident that an increasing number of families are relocating from overseas, and particularly the UK, and contributing to our school community. The school roll is increasing as more in-fill housing and new subdivisions take effect in the school's catchment area. An enrolment scheme was put in place early in the 2005 school year. This is to manage the obvious growth that is occurring locally, and to prevent overcrowding.

The roll range is currently between 320 – 400 students, who are mainly of European descent. Approximately 12% of the student roll have Maori heritage, with an increasing number of students from overseas origins.

Special features of the school include:

A fully networked computer suite, classrooms and administration area help to ensure access, and learning in ICT for all students and staff.

A strength in, and commitment to producing an annual arts curriculum performance in which all students have the opportunity to participate.

An increasing number of special programmes to meet the needs of our students. This includes a commitment to students who are identified as having a gift and/or talent in a particular area. Part-time teacher specialists are employed to teach identified students.

A commitment to a shared partnership approach in learning; ensuring parents and caregivers are communicated with and informed in a variety of ways, as well as involved directly in all forms of learning.

Our school respects and values diversity, and recognizes the unique position of Maori culture. We encourage this through the promotion of te reo and tikanga Maori. Should parents/whanau require fulltime learning in te reo Maori, we would be able to suggest alternative arrangements as our school is unable to cater for this request.

Cambridge East school's motto is "Always my best", which is an expectation of our school community for the benefit of all students' learning.

Community Consultation

The parents/caregivers/whanau that make up the Cambridge East school community are a vital resource in the learning that occurs for our students. The following processes will be utilised in the consultation of, and reporting to the Cambridge East school community, including the Maori community. The formulation of this charter has involved consultation of the school community in each of the areas below.

- Fortnightly school newsletters, encouraging school community feedback on a range of issues
- Monthly Board of Trustees meetings
- Monthly PTA meetings
- Student learning portfolios sent home each term
- Achievement reports to BOT each term
- Parent/teacher discussions in Terms 1, 3 & 4, as well as informal discussions as needs arise
- Aggregated and analysed student data reported annually
- Student reports (written) in Terms 3 & 4
- Consultation and reporting to the Maori community at least annually
- Formal survey of the school community every 2nd year
- Parent education meetings held as appropriate
- Ongoing informal meetings/consultation encouraged

Strategic Goals for 2011-- 2013

NAG 1 Student Achievement

Literacy and Numeracy are vital to all learning, and are priority learning areas at Cambridge East School.

- Best teaching practice in Literacy and Numeracy will be an ongoing focus for staff professional learning, in order to raise student achievement.
- Ensure consolidation of Literacy and Numeracy development by resourcing appropriately for best practice and ongoing student achievement.
- Literacy and/or Numeracy are targeted annually as areas for raising student achievement.

Information and Communication Technologies are important tools of learning for students and staff, and need to be maximised.

- Prioritise resourcing of ICTs to ensure these can enhance the teaching and learning processes for staff and students.
- Staff professional learning in ICTs will be a priority, based on need, and to improve learning outcomes for students.

Assessment and reporting procedures are focussed on providing evidence of student achievement and/or raising achievement levels.

- Develop and refine assessment practices to best meet the needs of our students, and to provide information that will ensure student achievement is raised.
- Ensure formative assessment practices are embedded in all teaching practice.
- Continue to review and develop the purpose of the student learning portfolio, and other reporting procedures to maximise effectiveness.

NAG 2 Planning and Review

Reflective practice is encouraged at all levels of the school community to ensure effective practice for the benefit of students. ie staff, students, Board of Trustees, parent/caregiver community.

- Appraisal systems for staff encourage self review through peer appraisal, syndicate reviews and planning discussions.
- Board of Trustees self review as per annual timetable.
- Survey of school's community every second year.
- Regular analysing of student achievement data for future decision making, and reporting to Board of Trustees and school community.
- Annually review documentation that sets out the school's future direction eg charter, strategic plan, 5 year property agreement, relevant policies.

NAG 3 Human Resources

Develop a supportive learning community that encourages staff to achieve their potential through ongoing learning.

- Monitor appointment procedures to reflect best practice, ensuring high quality staff are employed.
- Ensure professional learning for staff is focussed and based on identified needs.
- Identify and encourage leadership within the staff through further development of team structures and mentoring.
- Review the appraisal processes annually to maximize professional growth and best practice.

NAGS 4,5,6 Finance and Property Management, Health and Safety, Administration

Strengthen resourcing within the school so that it meets the future needs of the students, and provides a safe environment.

- Annually review financial, property and health and safety documentation and procedures to effectively address changing needs and maximize requirements.
- Implement ongoing procedures for enrolment that ensure a safe environment is maintained.
- Continue to monitor roll growth and develop strategies to cater for this.
- Continue to strengthen the school's partnerships with its community in the development of an effective learning community.
- Ensure processes and procedures are in place to meet all legal obligations.

School Targets 2011

Overarching target: *By the end of 2011, 80% of students will be achieving at expected standard.*

Numeracy: *By the end of 2011, 80% of Year 2 students will be achieving at or above expectations (Stage 4 Numeracy Framework).*

By the end of 2011, 75% of Year 4 students will be achieving at or above expectations (Stage 5 Numeracy Framework).

Literacy: *By the end of 2011, 80% of year 2 students will be reading at or above their expected standard.
By the end of 2011, 80% of year 6 students will be writing at or above expected benchmark.*

Student Achievement Target Plan (page 1) for Literacy Cambridge East School 2011
 (by the end of 2011, 75% of Year 2 students will be reading at or above (turquoise)
 their expected standard.

Base line Historical Data	Links to Strategic Plan and other school initiatives	Professional Development Whole staff/personal	Monitoring, Assessment
<p>March 2011 data</p> <p>50% of all Year 2 students are reading above expected level (Level 13).</p> <p>50% of all Year 2 students are reading at or below expected level (Level 13).</p>	<p><u>Nag 1</u> Literacy and numeracy are vital to all learning and are priority learning areas at Cambridge East School.</p> <p><u>Nag 3</u> Staff professional development focus is literacy.</p> <p><u>ICT Inquiry</u> We will continue to support literacy learning with the use of ICT thinking skills.</p>	<p><u>Literacy Team</u> -review reading progressions. -further development of moderation expectations across the school, 6 year nets and running records. -DP working 3 times a week with some children from the target group. -Booster Group Work, basic words, alphabet knowledge. -Set up and implement Rainbow Reading programme for some year 2/3 readers.</p> <p><u>Teacher</u> -Make time to share ideas during syndicate meetings. -Reading Recovery for some students in the at risk group as places become available. -Alison Davis -Teachers to attend effective strategies for Teaching reading Comprehension when available in 2011. -Chunk, Check, Cheer Reading Course - for all teachers of year two students who have not yet attended to attend. - Junior school teachers to visit Allandale School to observe Barbara Watson's program in action.</p>	<p>Reading data to be collected September/November - Running Records -6 year nets</p> <p>With additional Running Records to be collected in June for Target Group</p> <p>DV Goals assessment linked to reading</p>

Student Achievement Target Plan (page 2) for Literacy Cambridge East 2011

Identified target	Specific teaching and learning focus actions	ICT Product	Thinking Processes	Outcomes Evidence of Improved Learning
By the end of 2011 80% of Year 2 students will be reading at or above their expected standard (turquoise).	<p>Specialised hours of teaching with DP for identified Year 2 students requiring support.</p> <p>The purchase of additional reading resources (PM Readers) appropriate to the target group needs.</p> <p>Use of teacher aide time assigned to Year 2 students to assist with reading programmes (Rainbow Reading).</p> <p>Syndicate meetings (some staff meetings) to include planned professional development of the teaching of reading and writing activities.</p> <ul style="list-style-type: none"> - assessment for literacy. - analysing and planning from running records at syndicate level. - use of National Standards reading progressions. 	<p>Word</p> <p>Paint</p> <p>Digital Camera</p> <p>Microphones</p> <p>Power Point</p> <p>Video Camera</p> <p>Publisher</p> <p>Kidspiration</p> <p>Wordle</p> <p>Clicker (Special Needs)</p>	<p>Brain Storming</p> <p>De Bonos Hats</p> <p>Thinking Keys</p> <p>Y Charts</p> <p>P.M.I.</p> <p>Venn Diagrams</p>	<p>Data collected in September/November measured against March reading level to show evidence of growth for Year 2 reading.</p> <p>That 80% of Year 2 Students will be reading at or above turquoise by the end 2011.</p>

**Student Achievement Target Plan (page 3) for Literacy Cambridge East School 2011
(by the end of 2011, 80% of Year 6 students will be writing at or above the
expected benchmark)**

Base line Historical Data	Links to Strategic Plan and other school initiatives	Professional Development Whole staff/personal	Monitoring, Assessment	Community involvement Outside Agency Support Resources
<p>March 2010 data</p> <p>50% of all Year 6 students were writing at or above expected Level 3.</p> <p>50% of all Year 6 students were writing below</p>	<p><u>Nag 1</u> Literacy and numeracy are vital to all learning and are priority learning areas at Cambridge East School.</p> <p><u>Nag 3</u> Staff professional development focus is literacy.</p> <p><u>ICT Inquiry</u> We will continue to support literacy learning with the use of ICT thinking skills.</p>	<p><u>Literacy Team</u> -further development of writing progressions on deeper features and surface features for all levels. -further development of moderation expectations across the school. -Target group work (Booster Group).</p> <p><u>Teacher</u> -Staff meeting on writing progressions for writing. - Appraisal goals set for teachers requesting additional support in writing -Peer support and sharing of teaching ideas. -Personal Professional Development Staff attending specific selected courses related to literacy goals.</p>	<p>Writing data collected September and Target Group in June</p> <p>DV Goals assessment linked to writing</p> <p>Assessment of vocab, structure, deeper features and surface features using writing progressions</p>	<p>Writing Reporting to parents</p> <ul style="list-style-type: none"> - Portfolios - Parent teacher discussions - Student led conferences - National Standards Rockets

Student Achievement Target Plan (page 4) for Literacy Cambridge East 2011

Identified target	Specific teaching and learning focus actions	ICT Product	Thinking Processes	Outcomes Evidence of Improved Learning
<p>By the end of 2011 80% of Year 6 students will be writing at or above Level 3.</p>	<p>Possible specialised teaching with DP for identified Year 6 students requiring support.</p> <p>Syndicate meetings/Staff meetings to include planned professional development of the teaching of reading and writing activities.</p> <ul style="list-style-type: none"> - assessment for literacy. - use of writing progressions as a teaching tool. - an expectation that staff will plan using assessment strategies to improve learning in reading and writing. i.e. running records, writing samples (analysis). - Use of teacher aides to support Year 6 students in classroom programmes. 	<p>CamEast TV</p> <p>Power Point</p> <p>Digital Camera</p> <p>Video Camera</p> <p>Microphones</p> <p>Word Publisher</p> <p>Paint</p> <p>Kidspiration</p> <p>Wordle</p> <p>Clicker (Special Needs)</p>	<p>Brain Storming</p> <p>Think, prepare, and share.</p> <p>P.M.I.</p> <p>De Bonos Hats</p> <p>Thinking Keys</p> <p>Y Charts</p> <p>Venn Diagrams</p> <p>Other graphic organisers</p>	<p>Data collected in September measured against March sample to show evidence of growth for Year 6 writing.</p> <p>That 80% of Year 6 Students will be writing at 3 or above by the end of 2011.</p>

Student Achievement Target Plan for *Numeracy*

Cambridge East School 2011

Base Line Historical Data	Links to Strategic Plan and other School Initiatives	Professional Development. Whole staff/personal	Monitoring and Assessment	Community Involvement. Outside Agency Support. Resources.
<p>2011 March GloSS data shows 66% of year 2 students are achieving below the end of year mathematics expectations at this point of the school year.</p> <p>2011 March GloSS data shows 54% of Year 4 students are achieving below the end of year mathematics expectations at this point of the school year.</p>	<p>Promote higher standard of mathematics achievement based on curriculum expectations/numeracy framework/national standards.</p> <p>Overarching Goal: 80% of Cambridge East School students will be achieving at or above the expected levels in Mathematics.</p>	<p>Whole School Professional Development 2nd year Mathematics In-depth Professional Development. Advisers: Brenda Walker and Lisa Ashton – refer 2011 Action Plan. To improve teacher understanding of:</p> <ul style="list-style-type: none"> • Mathematics and Statistics - New Zealand Curriculum. • MOE Expectations/National Standard requirements at each level including three numeracy domains and other strands. <p>Numeracy Committee to attend Numeracy Symposium, and provide feedback/support/guidance to other staff members.</p> <p>To reflect on current assessment tools, practices, interpretation of student achievement data and moderation opportunities.</p>	<ul style="list-style-type: none"> • Adviser/Maths leaders to model for, observe, and assist teachers in classrooms. • On-going monitoring of students across DV groups and syndicates. • Whole School GloSS assessment March/November. • Yr 4 – 6 PAT maths. • Further development of Mathematics progressions to identify specific learning outcomes - knowledge and strategy acquisition. 	<p>Parent Information Evening Term 3 2011.</p> <p>Continue to develop home learning section/ links to websites on Cambridge East School website.</p> <p>Review and further development of Mathematics progressions, particularly in relation to links across domains and strands.</p>

Identified Target	Specific learning and teaching focus and actions.	Whole School Professional development.	ICT products and processes.	Outcomes and evidence of Improved Mathematics Learning.
<p>By the end of 2011 80% of Year 2 students will be achieving at or above expectations. (Stage 4 – AC – Numeracy Framework.)</p>	<p>Further exploration of learning progressions/links.</p> <p>Maths booster – strategy development taken by DP three times a week.</p> <p>Maths knowledge booster group established with Year 1 students.</p>	<p>Professional development in use of nzmaths website for planning and specific strategy/knowledge progressions.</p> <p>Development of Cambridge East School learning progressions in Mathematics.</p> <p>Opportunities for moderation of achievement data.</p>	<ul style="list-style-type: none"> • www.nzmaths.co.nz. • Targeting Maths Learning Lab 1/2/3/4 (on server). • www.amathsdictionaryforkids.co.nz • www.worldmathaday.com • www.censusatschool.org.nz • www.smartkiddies.co.nz • Continue to develop list of useful websites on Cambridge East School website. 	
<p>By the end of 2011, 75% of Year 4 students will be achieving at or above expectations. (Stage 5 – EA Numeracy framework).</p>	<p>Further exploration of learning progressions/links.</p> <p>Coverage of domains/strands from identified needs in school achievement data – e.g. fractions.</p> <p>Targeted Learning Programme (Booster group for identified students.)</p> <p>Extension maths booster programme taken by DP weekly.</p>	<p>Individualised support and professional development programme for classroom practice provided by mathematics advisers.</p> <p>Professional development opportunities in exploring numeracy domains – multiplication/division and ratios and proportions.</p> <p>Encourage use of problem solving activities.</p>		