



Morgan Street | Johnsonville | Wellington

www.johnsonville.school.nz



CHARTER

2021 - 2023

Johnsonville School

is nestled amongst the hills of Wellington's northern suburbs and caters for students from Years 1 to 6. The school is well known for its open, friendly children; hardworking, dedicated and welcoming staff; and supportive community. We enjoy learning, growing and having fun together.

At present half the roll identifies as New Zealand/Pākehā. The remainder came from diverse backgrounds, with 8% identifying as Māori, 4% as Pacific, 12% Indian and 11% Chinese. About 25% of our students are English language learners. Our highly-regarded special education unit caters for students with high needs in a dedicated environment for with experienced staff who work in partnership with parents and caregivers to ensure students reach their full potential.

We start the 2021 school year with 325 students. The Ministry of Education foresees population growth in our catchment area and has given approval for 4 new classrooms to be constructed in 2021/22.

We believe that every child can succeed and trustees, leaders and teachers set high expectations for students' learning and wellbeing. Our students learn in a welcoming, inclusive environment. They are actively engaged in their learning and are progressing and achieving well.



We recognise that the biggest influence on student progress and achievement is effective teaching and substantial resources are allocated to professional development and learning, including the development of leadership capability. Schoolwide development in 2021 is focused on teacher collaboration and culturally responsive pedagogical practices.

At our school we look towards the future. While we continue to make the best of long-established approaches to teaching and learning, we are also determined to embrace change and equip our children with skills that will last them a lifetime. These important skills are outlined in the Johnsonville School Curriculum. Our students have access to a range of digital devices that they use tools to enhance their learning across the curriculum.

At Johnsonville School we believe in educating the “whole child”. This means that while we work hard to make sure our children achieve in reading writing and mathematics, we also think is important to provide a range of sporting and cultural opportunities that encourage and extend. Students are able to participate in a range of inter-school sporting events. We employ specialists to teach te reo Māori and kapa haka. In 2016 we gained Enviroschool silver award status. We aspire to create opportunities and experiences that will produce learners who are equipped to enjoy life and succeed in whatever direction they choose, once they move beyond the school gates and out into the world.

Our vision statement | Learning and Growing Together

Akoranga Whakatipuranga Ngatahi



Learning
Akoranga

To learn through education.



Growing
Whakatipuranga

To grow and flourish.



Together
Ngatahi

Together as one.

At Johnsonville School we are **all learners** - children, staff and families. Learning together helps us grow in many ways - physically, intellectually, socially and emotionally. In **growing together**, we develop our core values - the things that make us both **strong and unique as a community**.

Our values | cipher - the code for success at Johnsonville School

Courage



I give things a try, even if they are new or hard to do.

Inclusion



I work and play with all.

Perseverance



I never give up.

Honesty



I am truthful and fair.

Empathy



I show kindness and understanding to all.

Respect



I show respect for people, places and property.

Johnsonville School - STRATEGIC PLAN

Our Vision (Graduate Profile)	
We want every student to leave Johnsonville School a confident, connected, actively involved, lifelong learner.	

Learners Akonga	
Children progress academically, socially, physically and emotionally through a broad, future-focused and inclusive curriculum.	
Children have the opportunity to learn te reo Māori and to celebrate the place of Māori as tangata whenua in Aotearoa New Zealand.	
Strategic Goal 1	

The children and their learning are supported by:

Teachers Kaiako	Environment Taiao	Community Whānau
Teachers are effective, innovative, collaborative and caring, and engage in ongoing professional learning.	The school's physical environment is designed to meet the needs of modern learners and reflects our place in the world.	There are strong school-home connections and an actively engaged multicultural school community.
Teachers provide contexts for learning where the identity, language and culture of Māori learners and whānau are affirmed.	Māori culture is reflected in the classrooms, through the school's architecture and landscape.	There are established relationships with students, parents, whānau, iwi and other community members.
Strategic Goal 2		Strategic Goal 4
Strategic Goal 3		

Our Motto	
Learning and Growing Together Akoranga, Whakatipuranga, Ngatahi	

Johnsonville School - ANNUAL GOALS

Year	Learners Akonga	Teachers Kaiako	Environment Taiao	Community Whānau
<p>2021</p>	<p>STEM A STEM programme will be developed and implemented across the school, giving science and technology greater prominence in the curriculum.</p>	<p>Collaboration Teachers will explore and trial new and enhanced ways of collaborating with colleagues.</p>	<p>Special Needs Access to all learning spaces within the school will be improved to enable increased inclusion for children with complex needs.</p>	<p>EnviroSchool All children will be kaitiaki of a local environment through their ongoing engagement in a community-based conservation project and commitment to being an EnviroSchool.</p>
	<p>Cultural Responsiveness - Māori All children will engage in a curriculum that is culturally responsive.</p>	<p>Cultural Responsiveness - Māori Teachers will explore and implement culturally responsive pedagogical practices that respond to our Māori learners and give recognition to our unique Māori heritage.</p>	<p>Cultural Responsiveness - Māori Māori culture is reflected in the classrooms, and through the school's architecture and landscape.</p>	<p>Cultural Responsiveness - Māori The school's relationship with its Māori community will be strengthened, through consultation and collaboration with local iwi and kaumatua.</p>

Year	Learners Akonga	Teachers Kaiako	Environment Taiao	Community Whānau
2022	<p>Physical Education and Health</p> <p>Priority will be given to regular quality physical activity for all children that develops movement skills, and to opportunities for them to participate in sport.</p> <p>A mindfulness programme that caters for the emotional well-being of all children will be developed and implemented.</p>	<p>Innovative Teaching and Learning</p> <p>Teachers will implement and refine enhanced ways of collaborating with colleagues.</p>	<p>Special Needs</p> <p>Korowai is modernised to cater for the needs of children with high and complex needs.</p>	<p>EnviroSchool</p> <p>All children will be kaitiaki of a local environment through their ongoing engagement in a community-based conservation project and commitment to being an EnviroSchool.</p>
	<p>Cultural Responsiveness - Diverse Learners</p> <p>All children will engage in a curriculum that is culturally responsive to New Zealand's increasingly diverse multicultural population.</p>	<p>Cultural Responsiveness - Diverse Learners</p> <p>Teachers will explore and implement culturally responsive pedagogical practices that respond to our diverse learners and give recognition to our increasingly multicultural community.</p>	<p>Cultural Responsiveness - Diverse Learners</p> <p>The diversity of cultures in our school community is reflected in the classrooms, and through the school's architecture and landscape.</p>	<p>Multicultural Community</p> <p>The school's relationship with its diverse community will be strengthened through consultation and collaboration</p>

Year	Learners Akonga	Teachers Kaiako	Environment Taiao	Community Whānau
2023	<p>Inquiry Based Learning/Personalisation of Learning</p> <p>Children are increasingly engaged in personalised learning, where they are encouraged to demonstrate agency and to take a level of ownership in their learning journey.</p>	<p>Innovative Teaching and Learning</p> <p>Teachers will implement and refine enhanced ways of collaborating with colleagues.</p>	<p>Education Outside the Classroom</p> <p>The school's outdoor areas will be improved to enable and enhance EOTC, including play-based learning and STEM.</p>	<p>Multicultural Community</p> <p>The school's relationship with its diverse community will be strengthened through consultation and collaboration.</p>
	<p>Cultural Responsiveness - Diverse Learners</p> <p>All children will engage in a curriculum that is culturally responsive to New Zealand's increasingly diverse multicultural population.</p>	<p>Cultural Responsiveness - Diverse Learners</p> <p>Teachers will explore and implement culturally responsive pedagogical practices that respond to our diverse learners and give recognition to our increasingly multicultural community.</p>	<p>Cultural Responsiveness - Diverse Learners</p> <p>The diversity of cultures in our school community is reflected in the classrooms, and through the school's architecture and landscape.</p>	

Targets Set in Relation to Student Achievement - 2021

Strategic Goal 1

Children progress academically, socially, physically and emotionally through a broad, future-focused and inclusive curriculum.

Baseline data:

Analysis of the school-wide writing achievement data for 2020 showed:

- The majority of Johnsonville School children have met or exceeded year-level curriculum expectations in Writing (73%).
- More girls have met or exceeded curriculum year-level expectations in comparison with boys (64% boys; 83% girls).
- A higher proportion of Māori (35% or 13 children) and Pasifika (56% or 10 children) are working towards year-level curriculum expectations.

Target:

Part 1

At least three quarters of **boys in years 2 to 6** who did not meet the curriculum achievement expectations for writing in 2020 will make **at least** one year's progress in writing in 2021. Of the boys who make at least one year's progress, **at least** a quarter will have made more than a year's progress (accelerated progress).

Part 2

At least three quarters of **Māori and Pasifika children in years 2 to 6** who did not meet the curriculum achievement expectations for writing in 2020 will make **at least** one year's progress in writing in 2021. Of those children who make at least one year's progress, **at least** a quarter will have made more than a year's progress (accelerated progress).

Actions to achieve Target: Writing - Boys; Māori and Pasifika children

When	What	Who	Indicators of Progress
Term 1	1.1 Review assessment data and determine the particular learning needs of target students.	Teachers with support from Syndicate Leaders, Deputy Principals and Principal.	Review statement completed.
Term 1/2.	1.2 Careful and critical review and refinement of <ul style="list-style-type: none"> ● intervention programmes ● How writing is used across the curriculum and how multiple writing purposes are used by children in their learning. ● Review and refine the use of oral language within a writing programme. Particularly through the use of motivating tools, such as drama. 	Leadership Team	Review documented. Changes implemented.
Ongoing throughout the year	1.3. Additional targeted needs-based writing instruction within the classroom programme in-line with the principles and learnings gained from the school's previous involvement in the <i>Accelerated Learning in Literacy (ALL)</i> programme for students below the achievement expectation and from school-wide development with external facilitator.	Teachers with support from Syndicate Leaders, Deputy Principals, Principal and external facilitator. Teachers, in liaison with Teacher Aides (TAs) and with the support of the leadership team, SENCO.	Targeted instruction documented through teacher planning. Teachers follow school guidelines for effective pedagogy and organisation and management of writing programmes. Teachers implement learnings from PLD, including feedback from senior managers and peers following classroom observations.
Ongoing throughout the year	1.4. The ESOL teacher works alongside classroom teachers to support English Language Learners (ELL), predominantly through the language experience approach and shared/guided writing.	ESOL teacher in liaison with classroom teachers	ELL learners make as expected progress.

		and the Deputy Principal (Learning Support)	
Ongoing throughout the year	1.5. The students will participate in the Steps Programme focusing on developing a spelling conscience and improved spelling knowledge and skills.	Teacher aides, with oversight from syndicate leaders and the Deputy Principals.	Steps assessment will indicate progress.
Terms 2 & 3	1.6. Targeted additional mini lessons with the Principal and Deputy Principal.	Principal and Deputy Principal in liaison with the classroom teachers	Pre and post sampling will show progress.
Ongoing throughout the year	1.7. Integrate digital technologies into classroom and intervention programmes, including further development of <i>Seesaw</i> as a tool that promotes student agency and efficacy .	Teachers with the support of the e-learning team and other teachers.	Use of digital technologies documented through teacher planning.
Ongoing throughout the year	1.8. Regular monitoring meetings where professional learning conversations are held using the school's PLC framework . These meetings focus on monitoring the progress of target students, and any other students 'at risk' of not progressing. Review the effectiveness of classroom and intervention programmes.	Syndicate teams, supported by Principal and Deputy Principals.	Teachers document their use of the teaching-as-inquiry process to analyse progress and achievement information and reflect on their practice. Assessment data analysed and used to monitor students' progress. PLC Framework and monitoring sheets kept to track student progress and achievement.

Ongoing throughout the year	<p>1.9. e-asTTle assessment processes and overall teacher judgments are moderated to ensure consistency and reliability across classes. Review and update the school's progress and achievement benchmarks to incorporate e-asTTle progress milestones are used to monitor termly progress.</p>	Teachers with support from the Deputy Principal (Curriculum).	Notes kept to aid future assessment and moderation. Consistency occurs.
Ongoing throughout the year	<p>1.10. Professional learning and development through school-based PLD programme, collaboration with colleagues within the Kahui Ako, external courses, peer and senior leader observations.</p> <p>Focus on:</p> <ul style="list-style-type: none"> ● accelerating the learning for our priority learners ● developing student agency and efficacy through a growth mindset ● enhanced collaboration between teacher within the school and across schools ● enhanced teacher mentoring and coaching by leaders ● develop a digital space for teacher resources and professional learning. 	Teachers and supporting teaching staff with support from the leadership team and outside expertise.	Teachers document and reflect on their professional learning and development through the school's appraisal system (professional growth cycle). Teacher practice reflects new learning.
Ongoing throughout the year	<p>1.11. Culturally responsive and sustaining pedagogy professional development that supports the teaching practices and learning of our Māori and Pasifika learners</p>	Teachers with the support of the leadership team and Kahui Ako	Record of professional learning.
Ongoing throughout the year	<p>1.12. Children will participate in regular and routine physical education to ensure focus, motivation and general well-being.</p>	Teachers with support from curriculum leaders and Deputy Principal (Curriculum).	Children show greater focus, motivation and general well-being.

Ongoing throughout the year	1.13. A structured literacy approach will be explored and implemented for children in Te Rito (Y0-1) and Mahuri (Y2), and for those students that might require additional learning support.	Teachers with support from the Deputy Principal (Curriculum).	
Term 2/3	1.14. Review and refine current formative assessment practices within the school, that includes effective feedback, peer and self-assessment	Leadership team	Review documented. Changes implemented.
Ongoing throughout the year	1.15. Parents are provided with information to help them support their children with writing: <ul style="list-style-type: none"> ● Seesaw online student learning journal ● 3 Way Conferences ● Parent workshops or tailored support targeting our Pasifika learners and families. 	Leadership team and teachers.	Parent feedback sought and documented.
End of year	1.16. Analyse year-end data to determine progress and inform planning for 2022.	Principal and leadership team.	Year-end data used to inform next steps.
Monitoring	Ongoing by Principal and Deputy Principals. Mid-year progress report to Board of Trustees.		
Resourcing	Provision made within the annual budget, PLD plan and staffing budget.		