

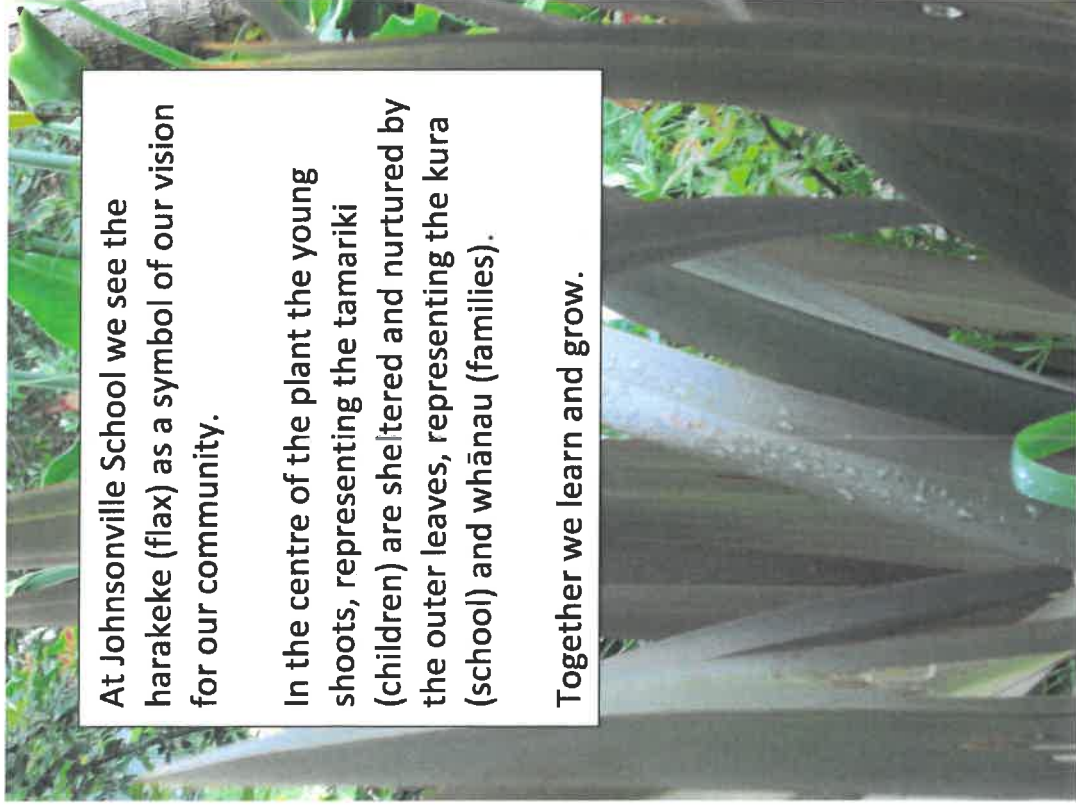


MORGAN STREET, JOHNSONVILLE, WELLINGTON
www.johnsonville.school.nz



CHARTER

2022 - 2024



At Johnsonville School we see the harakeke (flax) as a symbol of our vision for our community.

In the centre of the plant the young shoots, representing the tamariki (children) are sheltered and nurtured by the outer leaves, representing the kura (school) and whānau (families).

Together we learn and grow.

E Whakatauki mo te Harakeke

A proverb for the flax bush

Ka whanau me te pepi,
Ka takaia ki te harakeke.
Ka noho te harakeke, hei kakahu, hei rongoa,
Hei mea takaro,
Hei oranga mona a mate noa ia.

When a child is born
he will be wrapped in the muka cloth made of flax.
The flax shall provide clothing, medicine, toys for play
and leisure
and shall provide the means for
living and survival,
health and wellbeing
throughout life's journey.

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, 5% as Pasifika, 14% Indian and 9% 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 with experienced staff who work in partnership with parents and caregivers to ensure students reach their full potential.

We start the 2022 school year with 316 students. We have Ministry of Education approval for the construction of a collaborative teaching space to begin in 2022.

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 2022 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 as tools to use, enhancing 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 Enviro School 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 our school gates and out into the world.

Our Vision Statement

Learning and Growing Together Akoranga Whakatipuranga Ngatahi



Learning
Akoranga



Growing
Whakatipuranga



Together
Ngatahi

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 - ANNUAL GOALS

Year	Learners Ākonga	Teachers Kaiako	Environment Taiao	Community Whānau
<p>2022</p>	<p>Physical Education and Health</p> <p>Priority will be given to regular quality physical activity for all children that develops movement skills, and 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>Collaboration</p> <p>Teachers will explore and trial new and enhanced ways of collaborating with colleagues.</p>	<p>Special Needs</p> <p>Access to all learning spaces within the school will be improved to enable increased inclusion for children with 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 - Māori</p> <p>All children will engage in a curriculum that is culturally responsive.</p>	<p>Cultural Responsiveness - Māori</p> <p>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</p> <p>Māori culture is reflected in the classrooms, and through the school's architecture and landscape.</p>	<p>Cultural Responsiveness - Māori</p> <p>The school's relationship with its Māori community will be strengthened, through consultation and collaboration with local iwi and kaumatua.</p>	

Year	Learners Ākonga	Teachers Kaiako	Environment Taiao	Community Whānau
2023	<p>Collaborative Learning</p> <p>All children will engage in learning programmes with collaborative practices.</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 Ākongā	Teachers Kaiako	Environment Taiao	Community Whānau
2024	<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>	



Student Achievement Targets 2022

Annual Aim 1:

To increase the number of students achieving at or above the year-level curriculum expectations for writing.

Part 1

Eighty percent of **boys in years 2 to 6** who did not meet the curriculum achievement expectations for writing in 2021 will make **at least** one year's progress in writing in 2022. 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

Eighty percent of **Māori and Pasifika students in years 2 to 6** who did not meet the curriculum achievement expectations of writing in 2021 will make **at least** one year's progress in writing in 2022. Of the students who make **at least** one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

Annual Aim 2:

To increase the number of students achieving at or above the year-level curriculum expectations for mathematics.

Part 1

Eighty percent of **Pasifika students' years 2 to 6** who did not meet the curriculum achievement expectations for mathematics in 2021 will make **at least** one year's progress in mathematics in 2022. Of the students who make **at least** one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

Annual Plan

Actions to achieve Target: Writing – Boys; Māori and Pasifika students Mathematics – Pasifika students

When	What	Who	Indicators of Progress
Term 1	Review assessment data and determine the particular learning needs of target students.	Teachers with support from Syndicate Leaders, Deputy Principals and Principal	Tracking sheet of target students completed with data.
Ongoing throughout the year	English/Mathematics sub-committees review documentation and implementation of literacy and numeracy programmes/expectations across the school.	English/Mathematics sub-committees	Documents reviewed. Changes implemented. Shared understanding of expectations across the school.
Ongoing throughout the year	Further investigation of a structured literacy approach for the students in Te Rito (Y0-1) and Mahuri (Y1-2).	English sub-committee	Recommendations to be made based on findings.
Ongoing throughout the year	Additional targeted needs-based writing instruction within the classroom programme in-line with the principles and learnings gained from <i>Accelerated Learning in Literacy (ALL)</i> for students below the achievement expectation and from school-wide development.	Teachers with support from Syndicate Leaders, Deputy Principals and Principal	Targeted instruction documented through teacher planning. Teachers follow school guidelines for effective pedagogy and organisation and management of writing programmes. Teachers implement new learning, including feedback from Syndicate Leaders and peers following classroom observations.

Ongoing throughout the year	Students are identified for intervention programmes appropriate to need. Teachers work collaboratively with Teacher Aides to deliver targeted intervention programmes.	Syndicate Leaders Teacher Aides	Students make expected progress.
Term 2/3	Moderation of e-asTTle writing samples across schools in our Kāhui Ako	English sub-committee	Consistency of marking writing samples and check on accuracy of our assessments.
Ongoing throughout the year	Professional learning and development through school-based PLD programme, collaboration with colleagues within the Kāhui Ako, external courses, utilising the strengths of staff within the school, peer and leader observations and feedback. Focus on: <ul style="list-style-type: none"> • Accelerating the learning of our priority learners, knowledge of our learners • Developing student agency and efficacy • Enhanced collaboration between teachers within the school and across schools • Enhanced teacher mentoring and coaching by leaders 	Teachers and supporting teaching staff with support from the leadership team, external facilitators 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	Culturally responsive and sustaining pedagogy professional development that supports teaching practices and learning of our Māori and Pasifika learners. Development of a Culturally Responsive Team to investigate and share findings from inquiry.	Teachers with the support of the leadership team and Kahui Ako Culturally responsive sub-committee	Record of professional learning. Findings and new learning shared with teachers and reflected in teacher practice.

Term One	Review PLC framework to ensure it's effectiveness. Focus on regularity, barriers and impact on instructional programmes within classrooms and across syndicates.	Leadership Team	Consistency in using PLC framework across syndicates.
Ongoing throughout the year	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 teaching as inquiry process to analyse progress and achievement information and reflect on their practice. Assessment data analysed and used to inform teaching and learning programmes as well as monitor student progress. PLC Framework and monitoring sheets kept to track student progress and achievement.
Ongoing throughout the year	Integrate digital technologies into classroom and intervention programmes, including further development of Seesaw 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.
End of year	Analyse year-end data to determine progress and inform planning for 2023	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.		