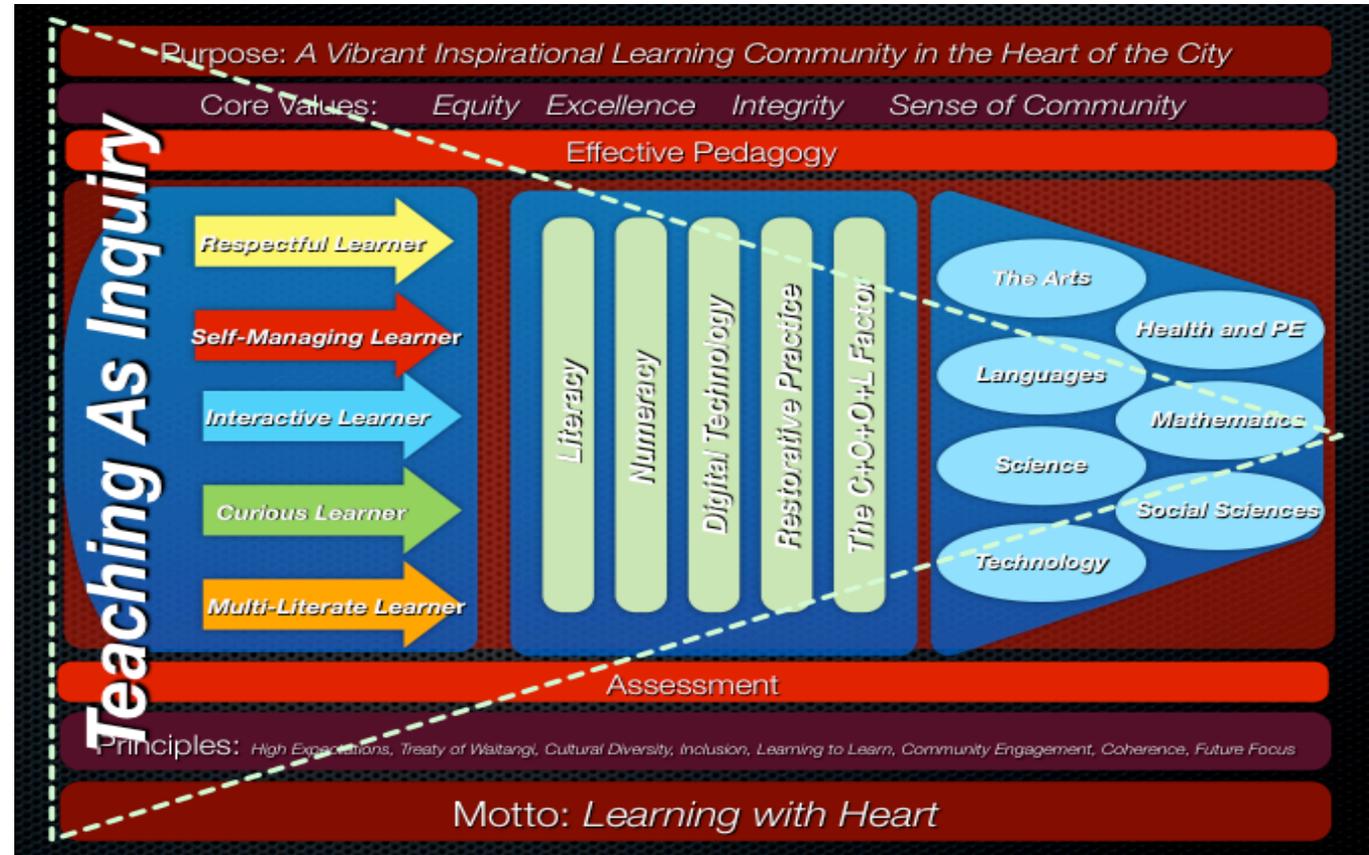
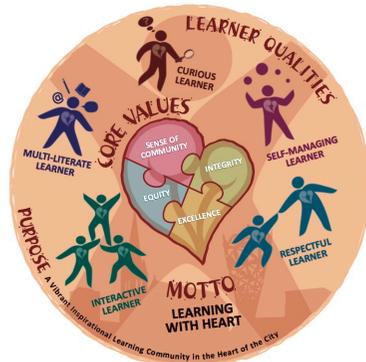


Charter, Strategic Plan and Annual Plan 2018

(Based on the New Zealand Curriculum, the following vision, mission, values, beliefs and philosophy have been developed for Christchurch East School)

Our Purpose: A Vibrant Inspirational Learning Community in the Heart of the City

Our Motto: Learning with Heart



Our Values:

Equity Te Ririte
Excellence Te Hiranga
Integrity Ngākau Pono
Sense of Community Nohonga Tahitanga

Our Learner Qualities:

Respectful Learner: Get Along **Manaakitia**
Self Managing Learner: Can Do **Autaia**
Interactive Learner: Get Involved **Karawhiua**
Curious Learner: Question, Think, Act and Reflect **Pātai, whakaaro, mahia, hokia**
Multi-Literate Learner: Find, Use and Share **Rapua, mahia, tukuna**

Christchurch East School's Cultural Diversity

At Christchurch East School we are proud of, and celebrate, a much more diverse multicultural school community than most other Christchurch schools, having between 27 and 35 different ethnic groups, and over 50% ESOL students. Our Māori community makes up 15 - 20% of our student community. We acknowledge and celebrate our school's rich cultural composition and foster the partnership between whānau, tamariki, Board of Trustees, management and teachers, to ensure and enhance the well-being of all, through support, consultation, representation and participation.

EDUCATION ACT REQUIREMENTS

- Christchurch East School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, and the unique position of the Māori culture.
- In recognising the unique position of the Māori culture, Christchurch East School provides a bicultural Māori programme for all students and, in addition to this, will take all reasonable steps to ensure that instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) is provided for students whose parents request it.

WE WILL MEET THESE REQUIREMENTS BY:	MĀORI RESPONSIVENESS PLAN
<ul style="list-style-type: none">• Celebrations of different cultures within our school community• Pronouncing names correctly and having bilingual signs and instructions where appropriate• Implementing the principles of the Treaty of Waitangi in our curriculum, including a Māori bicultural perspective• Making full use of Māori resources in the community, and capitalising on the experiences and perspectives of the tangata whenua as an integral part of the school programme• Reporting to the Board on Māori achievement• Staff will receive regular professional development in the use of Māori language and culture in the classroom. Extended professional development will be provided for relevant staff.• Implementing a Māori Responsiveness Plan:	<ul style="list-style-type: none">• If whānau, or other person, requests a higher level of tikanga and/or Te Reo than is presently evident in our school's Māori programme, the staff and family will discuss and explore the following options:<ul style="list-style-type: none">○ Further explanation of the existing programmes○ Further extension of the existing programmes, if and as appropriate○ Provision of school support and resources to further enhance inclusion of Te Reo and tikanga within the child's classroom○ Other negotiated actions

Steps taken to discover views and concerns of the school's community:

<ul style="list-style-type: none">• Māori parents invited to attend hui/whānau meetings/meet the teacher evenings; aiming for 100% participation	<ul style="list-style-type: none">• Encouraging representation on BoT
<ul style="list-style-type: none">• Ongoing liaison and home visits as appropriate throughout the year	<ul style="list-style-type: none">• Consultation through pānui/newsletters, etc

Key Resources: Our Whānau and community, Ka Hikitia – Managing for Success: The Māori Education Strategy 2013 – 2017, Huakina Mai

Christchurch East School Strategic Plan 2018 - 2020

Strategic Goal 1: Teaching and Learning <i>To provide great teaching and learning opportunities with strong links to our curriculum and the wider community.</i>	Strategic Goal 2: Relationships <i>To be characterised by positive relationships within and beyond the school, based on our school values and restorative approach.</i>	Strategic Goal 3: Environment <i>To work towards site development, meeting the current and future needs of students, staff, parents and community.</i>
<p style="text-align: center;">2018</p> <ul style="list-style-type: none"> Examine and further develop ways in which our school practice can be improved and developed through collaboration internally and externally (Inquiry Model) Complete a Team Inquiry through the Teacher Lead Innovation Fund (TLIF) to support meeting the needs of diverse student needs Continue self-review programme towards wider curriculum review 	<p style="text-align: center;">2018</p> <ul style="list-style-type: none"> Develop and implement an ESOL Whānau Engagement Plan through implementation of LINC-ED Review and adapt the role and responsibilities of Senior Leadership and Team Leaders to ensure an efficient and effective approach Examine again and reflect how we are viewed by our school community, and our provisions for whānau involvement in school programmes 	<p style="text-align: center;">2018</p> <ul style="list-style-type: none"> Complete the detailed design process with the MoE and Baldasso Cortese (architects) with construction starting during 2018/2019 Plan for, and maintain, school operation amidst the site development Ensure community stakeholders are kept informed throughout the site development process
<p style="text-align: center;">2019</p> <ul style="list-style-type: none"> Use the outcomes of the ERO review to further shape teaching and learning within our school Evaluate our capacity to use data effectively, related to teaching and learning through our SMS (LINC-ED) Complete a review/update of our curriculum 	<p style="text-align: center;">2019</p> <ul style="list-style-type: none"> Use the outcomes of the ERO review to further shape relationship-building within our school Ensure transition programmes to and from our school are noted for their innovation, flexibility and success Develop partnerships with the community that increase and enhance teaching and learning opportunities 	<p style="text-align: center;">2019</p> <ul style="list-style-type: none"> Completion of capital works, through the major upgrade of our school site, via the MoE transformation programme Plan for and maintain school operation during the site development and construction process Ensure community stakeholders are kept informed throughout the site development process
<p style="text-align: center;">2020</p> <ul style="list-style-type: none"> Review the effectiveness of our appraisal process and links to professional development Examine the use of targeted teaching to accelerate student achievement across our school Review our assessment and reporting to establish if it is engaging students and whānau, and providing the right information as students transition within and out of our school 	<p style="text-align: center;">2020</p> <ul style="list-style-type: none"> Evaluate, then develop, the use of student voice to assess students, sense of belonging and the culture of the school Re-evaluate our school vision and values in conjunction with our community, to ensure they accurately reflect the learning community we are aiming to provide Review the school approach toward wellbeing for staff and students 	<p style="text-align: center;">2020</p> <ul style="list-style-type: none"> Evaluate the effectiveness of our transformed site in meeting the teaching and learning needs of our school community Develop ways in which our students can design and shape areas of the learning environment to enhance their Sense of Community and belonging Re-assess population growth in the central city and plan for expansion as needed

Christchurch East School Annual Plan 2018

Strategic Goal One: Teaching and Learning

To provide great teaching and learning opportunities with strong links to our curriculum and the wider community.

<p>Context: While progress is being made, our National Standards data from 2017 indicates that we have work to do in lifting and accelerating student achievement. Programme and staff professional development are planned to meet the needs identified, including support from external providers and MoE-based initiatives. This includes developments in: Assessment, Teacher Inquiry, Literacy, Numeracy, Culturally-Responsive Pedagogy, and Relationships (Huakina Mai).</p>	<p>Target/s:</p> <ul style="list-style-type: none"> • Examine and further develop ways in which our school practice can be improved and developed through collaboration internally and externally (Inquiry model) • Complete a Team Inquiry through the Teacher Lead Innovation Fund (TLIF) to support the meeting of diverse student needs • Continue self-review programme towards wider curriculum review 	<p>Priority actions:</p> <ul style="list-style-type: none"> • Establish Student inquiry approaches to support the implementation of Collaborative Teaching (Senior Leadership with staff) • Liaise with external support to Implement the TLIF project (Senior Leadership with staff) • Implement self-review framework and complete Team self-review cycle (Senior Leadership with staff) 	<p>By the end of the year:</p> <ol style="list-style-type: none"> 1. Student inquiry systems developed with staff to support development with collaborative teaching. 2. TLIF project has completed all relevant milestone for Year 1, being implemented in two teams. 3. Self-Review cycle completed, providing clear next steps
<p>Review for May Board meeting Term 2:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> • 	<p>Review for October Board meeting Term 4:</p> <ul style="list-style-type: none"> • 	<p>Next steps:</p> <ul style="list-style-type: none"> •

Strategic Goal Two: Relationships

To be characterised by positive relationships within and beyond the school, based on our school values and restorative approach.

<p>Context: The school's last ERO report highlights the development in this area by acknowledging, 'the school's strong sense of family and community is reflected in the positive and caring relationships'. We intend to continue to build on this area with a sustainable approach with the school's immediate community, while also looking to grow relationships with both education and non-education organisations in our wider community.</p>	<p>Target/s:</p> <ul style="list-style-type: none">• Develop and implement an ESOL Whānau Engagement Plan through implementation of LINC-ED• Develop more cohesion between Senior Leadership and Team Leaders to support strategic goals• Examine again and reflect how we are viewed by our school community and our provisions for whānau involvement in school programmes	<p>Priority action/s:</p> <ul style="list-style-type: none">• Developed and implemented an ESOL Whānau Engagement Plan with LINC-ED Implementation Team. (Senior Leadership/LINC-ED Team)• Review and adapt the roles and responsibilities of Senior Leadership and adapt job descriptions for a more efficient and effective approach. (Principal/Senior Leadership)• Regular contact with new and existing families to establish the perception of the school (Principal/Senior Leadership)	<p>By the end of the year:</p> <ol style="list-style-type: none">1. ESOL Whānau Engagement Plan developed and implemented2. Clarity with responsibilities and role in Leadership Team across the school3. At least half of Christchurch East School families have been contacted to check their perceptions and thoughts of our school
<p>Review for May Board meeting Term 2:</p> <ul style="list-style-type: none">•	<p>Next steps:</p> <ul style="list-style-type: none">•	<p>Review for October Board meeting Term 4:</p> <ul style="list-style-type: none">•	<p>Next steps:</p> <ul style="list-style-type: none">•

Strategic Goal Three: Environment

To work towards site development, meeting the current and future needs of students, staff, parents and community.

<p>Context: In the second half of 2015, the school went through a compressed master planning process. While a lot of time has been invested since then, minimal progress has been achieved. It is hoped that we will complete the design process in the first half of this year and start construction in the next 12 -18 months.</p>	<p>Target/s:</p> <ul style="list-style-type: none">• Complete the detailed design process with the MoE and Baldasso Cortese (architects), with construction starting during 2018/2019• Plan for, and maintain, school operation during the site development• Ensure community stakeholders are kept informed throughout the site development process	<p>Priority action/s:</p> <ul style="list-style-type: none">• Plan with staff to minimise disruption to teaching and learning in 2018, given the potential moving around of rooms that is required. Work with architects and MoE to complete detailed design. (Principal/ MoE)• Prepare for construction to start and keep things running as normally as possible (Principal with staff)• Regular updates throughout the year (Principal/ MoE)	<p>By the end of the year:</p> <ol style="list-style-type: none">1. Detailed design is completed and construction is underway2. Continuing to accommodate all of our teaching and learning programmes effectively on site3. All stakeholders are aware of progress and next steps
<p>Review for May Board meeting Term 2:</p> <ul style="list-style-type: none">•	<p>Next steps:</p> <ul style="list-style-type: none">•	<p>Review for October Board meeting Term 4:</p> <ul style="list-style-type: none">•	<p>Next steps:</p> <ul style="list-style-type: none">•