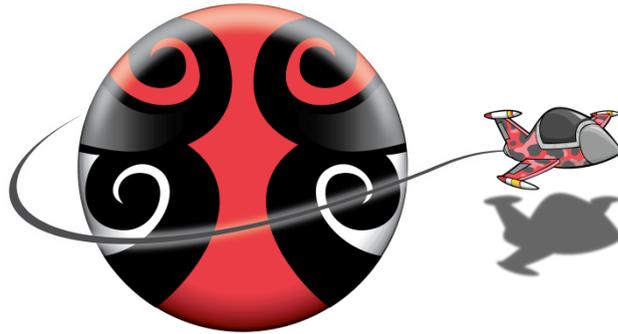
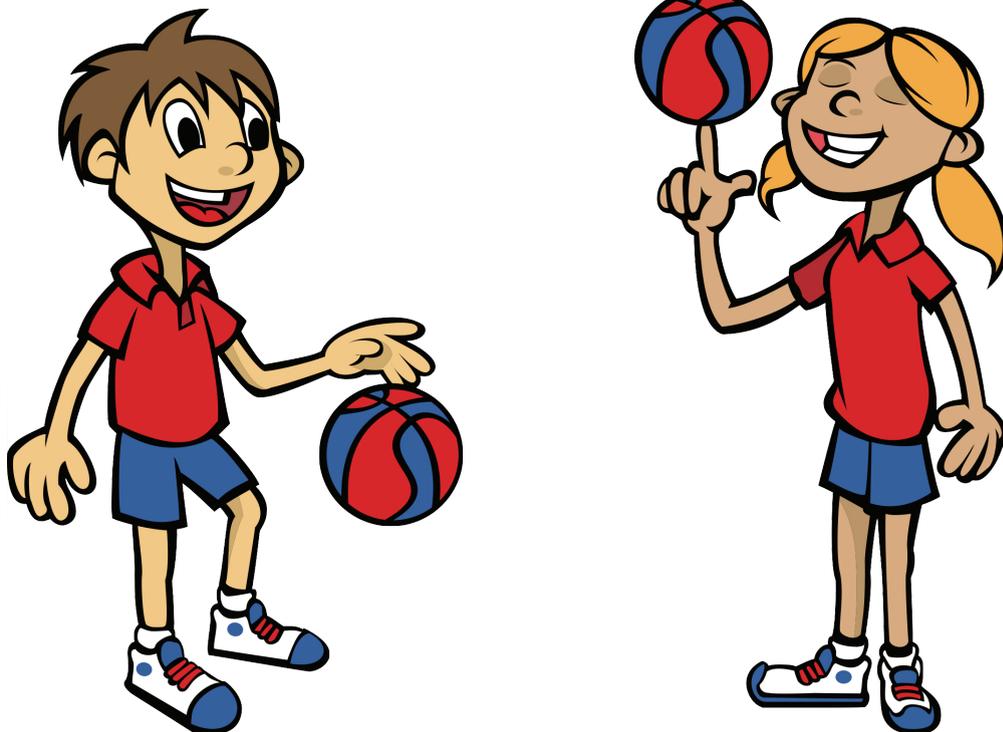


Linton Camp School

2019 Charter



*Owning Our Learning, Owning Our Future
Whakamau akoranga, whakamau a mau*



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Teaching and learning beliefs at L.C.S

Respect ourselves, each other and the environment

Have goals and be committed to achieve them

Open to new learning each and every day.

Think critically, creatively and with care.

2019 – 2021 Strategic Plan

2019 Annual Plan

2019 Student Achievement Targets

School Description

Linton Camp School was opened in 1964. Located South West of Palmerston North it caters predominately for children whose parents work in the Army. The school has six classes from Year 0 – 8. The school is situated in close proximity of two early childhood facilities (a Child Care Centre and a Kindergarten). Linton Camp School is situated beside the Linton Camp Army Camp and therefore has concerns that are unique to this environment. It is a proactive and innovative school that continually seeks to deliver quality education to meet the needs of its students.

He tangata o nga hau e wha

Linton Camp School recognises its large number of Maori families that originate from the four corners of New Zealand. *E nga hau e wha* means people of the four winds which is symbolised by the four koru patterns in the school emblem. The school will consult with its community including its Maori community to ensure that the cultural uniqueness is celebrated and recognised.



This means that student achievement and policies will be part of the Maori consultation and reporting process. In recognising the unique position of Maori, Linton Camp School will take all reasonable steps to provide instruction delivering tikanga and te reo programmes. One of the schools strategic goals will specifically relate to Maori education.

A bilingual class will provide intensive te reo me tikanga programmes for those whanau who choose. School wide programmes will be delivered for the remainder of the school in te reo and tikanga.

The Board of Trustees will respond to any request for instruction in Te Reo by:

- Advising the parent of the current level of Te Reo available;
- Offering to explore possibilities for extending the current provision, including:
 - Dual enrollments with Te Kura;
 - Consulting an appropriate adviser;
 - Consulting with another school which may be able to provide a higher level of Te Reo Maori and Tikanga Maori;
- Advising parents where the nearest school is that provides a higher level of instruction in Te Reo Maori and Tikanga Maori.

Charter Submission

Linton Camp School will lodge its Charter annually.

This Charter will include the school's student achievement targets. An annual review will be written and presented to the Board of Trustees, which will then be available to the public. This document will be a comprehensive review of the performance of the school over the past 12 months, particularly in literacy and numeracy.

Student Achievement

Targets for student achievement will be identified through an analysis of student achievement data and consultation with staff.

Assessment information will guide the teaching programmes as a major focus of the school is to lift students' achievement in the key areas of literacy and numeracy.

Targeted programmes will be provided for those students who require extension and remedial programmes, where resources are available. This will be tracked and monitored through the, moderate needs register that will be the responsibility of the school's SENCO (Special Education Needs Coordinator).

Community Partnerships

A strong focus of the school will be on developing an appropriate partnership with the Army and its community groups. A major part of this will be the relationships with the base commander and the community services team.

Board of Trustees

The Linton Camp Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter, to take full account of the National Educational Guidelines (N.E.G's) and to meet statutory obligations.

Personnel, Finance and Property

Linton Camp School Board of Trustees will:

- Act as a good employer to teaching and non teaching staff
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the school's priorities so that student achievement is enhanced
- Implement the 5 year / 10 year property plans to ensure the school's facilities provide a safe, healthy learning environment.

Te Oro Karaka Kahui Ako

Linton Camp School is an active participant in the Te Oro Karaka Kahui Ako.

We intend to collaborate with other schools and Early Childhood settings to work towards meeting the Achievement Challenge. This Charter includes information showing where Linton Camp School goals align with those of the Kahui Ako.

Owning Our Learning Owning Our Future

Have **GOALS**
and be committed
to achieve them.

THINK critically,
creatively and
with care.

RESPECT ourselves,
each other and the
environment.

OPEN TO NEW LEARNING
each and every day.

Reading, Writing,
Mathematics

ELearning

PE & Health

**Maori
Education**

Thinking
Key Competencies



Professional Player



Experienced Player



Rookie Player



Development Squad
Player

Linton Camp School

(Where everybody is on the B.A.L.L.)

“Owning our Learning, Owning our Future”

Whakamau akoranga, whakamau a mau

Our Vision explanation

The world is rapidly changing and the 21st century learner lives in a globally connected world which includes:

- Greater exposure to cultures other than one’s own
- Changing patterns of work and social engagement
- Communication methods unrestricted by time and place
- Readily available electronic access to abundant information
- A physical environment that is increasingly under threat of pollution

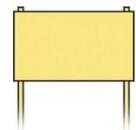
We believe that if learners are to be successful in this environment they will need to take responsibility by being open to new learning; have clear goals and think about a variety of ways to achieve them.



The Basketball Court represents our school environment. We believe that sport encompasses many characteristics that provide a positive learning environment for everybody. Sporting concepts such as teamwork, having goals, resilience, effort and a focus on continuous improvement are what we wish to implement in our learning environment.



Crowd - The crowd represents the many parents and staff of our community who support and cheer our learners along.



Banners - The banners in the crowd identify what our parents and staff believe are the important individual qualities to be successful in life. These beliefs therefore underpin the teaching and learning that occurs at this school.



Flags - The flags represent the strategic goals for the next three years. After extensive consultation we believe that Reading, Writing and Mathematics, Elearning, PE & Health and Maori Education will be the major focus areas for the school.



Players (“Rookie player” to “Professional player”)-To set goals students and staff need to be able to self-assess their ability against clear and specific learning criteria. We use a learning continuum in the form of a matrix for learners to self-assess their progress and identify their next learning steps. Sports terms are used to determine each stage of development as students and staff can relate to these easily.



Basketball hoop -Key Competencies/ Thinking - The competencies are used every day to live, learn, work and contribute as active members of our communities. They draw on our knowledge, attitudes and values that each of us bring. Therefore, successful learners use them effectively within a variety of situations and settings. It is our aim to continually develop the Key Competencies within all areas of our school life as they provide the link through all learning areas and activities.

RESPECT ourselves,
each other and the
environment.

Have GOALS
and be committed
to achieve them.

Learners will..

Learners will be..
Using their BALL Skills...

- B** Being Friendly
- A** Always doing what staff ask them to do
- L** Looking after each other
- L** Looking after the environment

Learners will be..

- Self evaluating
- Able to explain their;
- Style of Learning
- Progress
- Next steps
- Motivated to succeed
- Sharing their goals
- Developing action plans
- Regularly Monitoring progress
- Reflecting
- Celebrating their successes
- Having high expectations
- LEARNING!**

OPEN TO NEW LEARNING
each and every day.

THINK critically,
creatively and
with care.

Learners will be..

- Engaged in learning
- Taking risks
- Following instructions
- Participating
- Understanding of expectations
- Focused
- Listening
- Encouraging others
- Persevering
- Giving it a go
- Using manners
- Enthusiastic
- Having fun
- LEARNING!**

Learners will be..

- Asking questions
- Discussing their learning
- Debating and arguing points of view
- Reflecting
- Checking for accuracy
- Using a variety of thinking tools
- Silent at times
- Independent workers
- Interdependent workers
- Taking initiative
- Solving problems
- LEARNING!**

Strategic Plan 2019 – 2021

Strategic Plan 2019 - 2021

School Goal

'Equipping our children to achieve excellence'.

School Vision

'Owning our learning, owning our future'.

'Whakamau akoranga, whakamau a mua'.

Strategic Planning

This strategic plan is based on consultation with the school community, the ongoing review of school operations including student achievement and progress.

The four areas of the strategic plan are:

1. Learning;
2. Maori Education;
3. Physical Education and Health; and
4. Community Awareness

Each strategic goal and the supporting strategic elements for 2019 – 2021 are set out below:

Te Oro Karaka Kahui Ako

The three Linton Camp School Strategic Areas of Learning, Maori Education and Physical Education and Health directly link to the Kahui Ako whenu of Effective Teaching and Learning and Innovation.

The LCS Community Awareness area is concerned with building and maintaining strong, positive, educationally focussed relationships. This is also the goal of the Kahui Ako.

1. Learning

The strategic statements for learning are:

- **To provide quality programmes that lead to students achieving at or above the expected level for their age and stage.**
- **To ensure capable staff are supported to deliver quality learning programmes.**
- **For eLearning to be an integrated part of class programmes.**

The strategic focus areas in 2019 – 2021 are:

- **Fundamental skills (Reading, Writing & Mathematics).**
Instruction in Reading, Writing and Mathematics will permeate all teaching programmes.
- **Support for Learning**
We will ensure that student needs of all varieties are catered for
- **Implementing a skills based curriculum**
We will actively support students to develop skills for life
- **Reporting to Parents**
Accurate, timely information about the progress and achievement of students will be provided to parents/whanau
- **Professional Development**
In depth school wide professional development will ensure staff have up to date knowledge of teaching and learning pedagogies and practices.
- **Te Oro Karaka Kahui Ako**
Active participation in our community will lead to benefits for our students and our teachers
- **Quality Control**
Appraisal along with other similar approaches will provide feedback to staff on their teaching and learning programmes.
- **Resources**
Resources will be provided and allocated to support quality programmes.
- **The Arts**
Provide opportunities for students to explore the Arts.
- **Digital Skills**
Elearning skills are being deliberately taught to students.
- **Technology and this generation of learners**
Staff understands the important place of technology in the lives of the generation of students they teach.

2. Maori Education

The strategic statement for Maori Education is:

- **To provide programmes and opportunities for all students that deepen their understanding of Maori culture**

The strategic focus areas in 2019 – 2021 are:

- **Te Reo**
Te Reo, including kapa haka, will be an integral part of school life in all classes.
- **Tikanga**
Linton Camp School tikanga will be understood and practiced by all.
- **Pedagogy**
Teachers will have a deep understanding of and enact effective pedagogy for Maori students.
- **Bilingual**
Bilingual education will be a strength and a point of difference for students and their families.

3. Physical Education and Health

The strategic statement for Sports and Physical Education is:

- **To provide opportunities for students to be physically active.**

The Strategic focus areas in 2019 – 2021 are:

- **Physical Education programmes (including motor skills)**
Programmes of Physical Education are carefully planned, delivered and evaluated.
- **Sports teams**
A range of opportunities for students to participate in organised sports is provided.
- **Resources**
Equipment for PE and Sport is plentiful and available.
- **Staff development**
Staff have the skills and experience to deliver programmes in PE (including motor skills programmes).

4. Community Awareness

The strategic statement for Community Awareness is:

- **To maintain strong relationships in our community**

The Strategic focus areas in 2019 – 2021 are:

- **The school of choice**
Linton Camp School will be the school of choice for every family in our community
- **Communication**
Our school community will be well informed regarding school activities
- **Relationships**
We will maintain and strengthen relationships within our community, including:
Parents and their children, NZDF, local Early Childhood settings and Outside School Care (OSCAR), local schools, sports and cultural groups and the Ministry of Education and other official bodies.

2019 Annual Plan

1. Learning

The strategic statements for learning are:

- To provide quality programmes that lead to students achieving at or above expectation.
- To ensure capable staff are supported to deliver quality learning programmes.
- For ELearning to be an integrated part of class programmes.

Strategic Area: Fundamental Skills (Reading, Writing & Maths)

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Teachers will work together to develop a set of understandings about effective teaching practice (What does good look like?).	Geoff Nigel Ella		A set of understandings about effective teaching practice will have been developed by staff.
Staff will moderate student achievement particularly in Writing and Maths on three occasions across the year.	Ella Nigel		Moderation practices will have supported teachers to make better assessment decisions about student achievement.

Strategic Area: Support for Learning

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Teachers will plan interventions for 2018 AC3 'below' students early in Term One. This will involve students and their whanau.	Geoff		Staff and whanau will have worked together right from the start of the year to develop and deliver interventions for 'below' students.
Accelerating the progress of groups of Below students will be the particular focus of Term Two.	Geoff All teachers		The progress and achievement of some below students was accelerated through their involvement in the acceleration programme in Term Two.
Staff will complete the review of Owing our Learning, Owing our Future and begin implementing and focusing on this area.	Geoff		The review will be completed and actions from the review will be evident in classrooms and class programmes.

Strategic Area: Implementing a Skills Based Curriculum

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Staff will identify important teaching points related to each Future Focussed Skill. They will add this learning to the LCS Curriculum Delivery Plan and Assessment.	Adele		Explicit teaching points for each Future Focused Skill will have been identified and a taxonomy prepared that sets out a hierarchy of each skill.

Strategic Area: Professional Development

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Professional development will involve teachers developing skills in: <ul style="list-style-type: none"> • Te Reo • Collaborative Teaching • Future Focused skills • Digital Technology • Maths 	Geoff	\$2000	Professional development has led to increased teacher capability and also increased student achievement.
Teachers will work on developing understanding and documentation in: <ul style="list-style-type: none"> • What good practice looks like • Future Focused skills • Collaborative teaching 	Geoff Nigel Ella		Staff have worked together and agreed on important elements of effective practice, collaborative teaching and future focused skills. Documentation has been developed to support and describe the areas that were developed.

Strategic Area: The Oro Karaka Kahui Ako			
LCS will be actively involved in the Kahui Ako including: <ul style="list-style-type: none"> • Appointing a Within School Teacher • Aligning our school goals with those of the Kahui Ako • Working with the Across School Teacher • Attending meetings and contributing to decisions and documentation 	Geoff Within School Teacher		A Within School Teacher has been appointed. The 2019 LCS Charter shows how school goals are aligned to those of the Kahui Ako. LCS has actively engaged with the Across School Teacher. LCS has actively participated in Kahui Ako events and activities.
Strategic Area: Reporting to Parents			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
The Junior End of Year Report form will be further developed to include all relevant information.	Ella	\$200	The Junior End of Year Report is in a format that reports student progress.
Strategic Area: Quality Control			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
The Capable Teacher Programme will be and edited to reflect the 2019 processes.	Geoff		The Capable Teacher Programme continues to support teacher professional development, inquiry and appraisal.
Strategic Area: Digital Skills			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
A new set of Chromebooks will be added through a grant and available to all classes.	Warrick Geoff	\$1500 - \$2000 for CoW	Students have access to 37 Chromebooks.
Year 7 & 8 students will work in a digital classroom with all students having a device to support their learning.	Warrick Anna		A successful digital classroom will be operating in Room Six.
Staff will receive professional development around the Digital Technology Curriculum.	Warrick	\$500	Staff are trained and are beginning to deliver the Digital Technology Curriculum.
Strategic Area: Technology and This Generation of Learners			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
Staff will receive professional development around the Digital Technology Curriculum.	Warrick	\$500	Staff are trained and are beginning to deliver the Digital T Curriculum.
Strategic Area: Resources			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
The newly developed Asset Replacement Plan will Begin to be implemented in 2019.	Geoff	\$4000	School assets are being replaced and sufficient funds are being set aside to cover the cost
Strategic Area: The Arts			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
A School Production will take place in Term Three.	Nigel	\$500 recovered from ticket sales	A production involving every student has taken place.
Optional Choir, Music and Dance instruction will Be available to for students.	Nigel Kiri		Students who wish have been involved in Music and Dance lessons

2. Maori Education

The strategic statement for Maori Education is:

- To provide programmes and opportunities for all students that deepen their understanding of Maori culture

Strategic Area: Te Reo

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Te Reo will continue to be a feature of Professional Development.	Jamie	Nil	Teachers will be more confident Te Reo speakers.

Strategic Area: Tikanga

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Staff will review school tokanga	Geoff Jamie		Teachers will have reviewed school tikanga

Strategic Area: Pedagogy

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Staff will review Effective Pedagogy for Maori students documentation and further develop their understanding and practice.	Geoff Jamie		Staff will have a deeper understanding of Effective Pedagogy for Maori and there will be evidence of their knowledge in practice.

Strategic Area: Bilingual

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Bilingual education at LCS I will be more visible in 2019.	Jamie Geoff		Our communication portals regularly feature things about the bilingual class.

3. Physical Education and Health

The strategic statement for Sports and Physical Education is:

- To provide opportunities for students to be physically active.

Strategic Area: Physical Education (including motor skills)

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Kelly Sports will deliver weekly lessons that support the development of physical skills	Warrick	\$2000 (KiwiSport)	Students will have participated in weekly lessons that have developed their physical skills.

Strategic Area: Sports Teams

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Increase participation in community sporting opportunities, in particular junior age students.	Warrick	\$0	There will be increased participation, in particular junior age students.
Implement an online registration and payment system	Warrick	\$0	An online registration and payment system has been implemented (enrolmy)

Strategic Area: Resources

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Increase the range of athletics and swimming equipment available.	Warrick	\$300	Athletics and swimming equipment will have been purchased, in particular hurdles & underwater retrieval objects.
Replace any worn or missing equipment.	Warrick	\$500	Worn or missing equipment has been replaced.
Strategic Area: Staff Development			
Action What will we do this year?	Responsibility	Cost	Expected Outcome
Teachers will fully implement the Sports Start programme	Teacher in Charge of PE & Health	\$300 (Mary to attend course)	Regular timetabled PE & Health lessons are delivered incorporating the Sports Star programme.

4. Community Awareness

The strategic statement for Community Awareness is:

- **To maintain strong relationships in our community**

In 2019 the Board of Trustees working with staff wants to further strengthen the relationships between home and school. We would like to see a higher level of engagement by parents as we work towards an effective educational partnership.

Strategic Area: The School of Choice

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Community newsletters will be distributed widely in our community.	Geoff Warrick	\$100 per newsletter	Community newsletters will have been distributed widely in our community.

Strategic Area: Communication

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Expand the spread of Seesaw and school newsletter distribution to include as wider range of interested parties as possible	Geoff Staff Lisa		A wide group of people hearing about learning and school information.
Teachers will use Seesaw as a tool to support the Student Led Conferences wherever possible.	Warrick Ella		Seesaw is being used as a part of the Student Led Conferences.
Offer the Reading Together programme for parents and interested community members	Ella		Reading Together has supported parents to engage and communicate with their children around Reading.
Staff will consider how to support parents to help their children with learning at home. Short videos is one idea to explore.	Geoff Warrick		Accessible ideas for parents around learning at home available.

Strategic Area: Relationships

Action What will we do this year?	Responsibility	Cost	Expected Outcome
Staff will consult widely with whanau and students about Owing our Learning, Owing our Future.	Geoff Warrick Ella		The views of whanau are sought and are incorporated into our understanding of Owing our Learning, Owing our Future.
School leadership, working collaboratively with the BoT will develop a plan of activities and information designed to raise the level of engagement with whanau.	Carey Geoff		Greater levels of whanau engagement are evident at all levels of the school - e.g. BoT, PTA and school events.
The BoT will have a focus on further developing their understanding of the community and based on this understanding will endeavour to develop ways and means to actively and positively engage with the community around education.	BoT		Community is more and more engaged with the school and is actively involved regarding education matters.

2019

Student Achievement Target

2019 Student Achievement Target

Background Information

At the end of 2018 achievement information highlighted the following trends regarding students whose achievement was below expectation:

Reading

- There were more males in the below group than females (20m vs 10f);
- European students were over represented in the below group when compared to Maori and Other;
- Notable groups of below students are in (2018) Year 1 & Year 5; and
- More below readers are in the junior school than the senior school.

Writing

- There were significantly more males in the below group than females (34m vs 7f);
- European students were over represented in the below group when compared to Maori and Other;
- Notable groups of below students are in (2018) Year 1, Year 2, Year 4, Year 5 & Year 7; and
- More below Writers are in the senior school than the junior school.

Mathematics

- There were similar numbers of males and females in the below group (119m vs 7f);
- European students have a similar but slightly lower percentage of students in the below group than is the case for Maori (E78% vs M78%);
- Notable groups of below students are in (2018) Year 1, Year 5 & Year 6; and
- More below Writers are in the senior school than the junior school.

Selecting Target Students

The data shows that we have a noticeable group of students whose achievement is 'below' expectation. An important section of the group have either two or three areas (between Reading, Writing and Mathematics) where they are below expectation.

Below Expectation in Two Areas

Male	6
Female	5
Total	11
European	4
Maori	7
Totals	11

Of the eleven students six are in the Junior School and five are in the Senior School.

Distribution By Subject

	Male	Female	Totals	Percentage
Reading	6	4	10	45%
Writing	5	1	6	27%
Maths	3	3	6	27%
Totals	14	8	22	

Below Expectation in Three Areas

Male	6
Female	3
Total	9
European	4
Maori	4
Other	1
Totals	9

Of the nine students five are in the Junior School and four are in the Senior School.

Our Target

Our target for 2019 is that each of the twenty students whose achievement was below expectation at the end of 2018 will progress to the point where they meet or exceed expectation for their curriculum level.

What Linton Camp School is Doing to Achieve This Target

Focussing on the Targeted Students

- Teachers of targeted students will contact parents early in year to set goals
- Targeted students will be taught and monitored more regularly;
- In Term Two all classes will focus on accelerating the learning of target students. It is expected that the students identified in this document will be those that are involved in Term Two acceleration groups

Professional Development

- Teaching as Inquiry in 2019 will focus on a puzzle of practice within each teachers classroom. It is expected that some of these inquiries will be around the learning of these target students
- Teaching as inquiry in Term two will revolve around students whose achievement in literacy or numeracy is puzzling. The inquiry will support teacher pedagogical development. Time will be specifically made available every two weeks for staff to work together to discuss what's going on for target students as well as planning to meet their learning needs;
- Several staff meetings throughout each term will focus on Literacy and Numeracy

Review

- Progress and achievement of all students will be monitored three times in 2019;
- Senior staff have developed a format for monitoring targeted students. The format ensures the specific learning needs of students are identified, taught and monitored.

Reporting

- School wide achievement will be reported to the BoT on at least three occasions in 2019;
- After each assessment cycle the data will be analysed to identify those students at risk of not achieving and to monitor the progress of those previously identified;
- School wide achievement will be reported to the school community on at least two occasions;
- Two student led conferences will provide progress reports to parents;
- Anniversary reports throughout the year (for students in the first 36 months at school) and end of year reports (for students in Years 4-8) will provide written progress reports to parents.