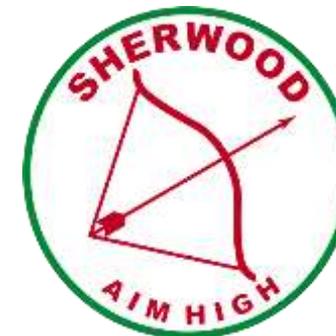


SHERWOOD SCHOOL CHARTER 2015 - 2017



Mission Statement
“Educate, Challenge, Achieve”

Vision Statement
“Exceeding expectations in a rural environment”



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SHERWOOD SCHOOL



INTRODUCTION

SHERWOOD SCHOOL



MISSION STATEMENT

“Educate, Challenge, Achieve”

We see our school as a learning community based on shared values and expectations with the staff and parents working together to achieve their full potential. We will help students develop caring values by encouraging them to make right choices, to treat each other as they would like to be treated and reflect on how their actions affect others.

VISION

“Exceeding expectations in a rural environment”

Students participate in local, national and international academic, cultural and sporting events.

Students want to learn and motivated to do it.

Students confidently contribute to community life.

OUR BELIEFS ABOUT TEACHING AND LEARNING

Our students will have a sound understanding of the basic skills of literacy and numeracy. They will develop the skills, attitudes and habits they need to become “lifelong learners” who will thrive with confidence in a rapidly changing world. To accomplish this we have shared beliefs about teaching and learning:

- All students can learn
- We need to recognise and value all cultures
- Students will develop the skills required to be lifelong learners
- Literacy and numeracy are the main focus
- Positive reinforcement is paramount
- Our curriculum enables programmes that make learning relevant, meaning ful and fun
- All levels of ability are catered for and individual needs are met
- Everyone in our school is treated with respect and fairness
- Our school environment will be safe, healthy and welcoming
- We promote creativity, sporting and cultural activities for all students
- We celebrate all student achievement

SHERWOOD SCHOOL



PROVIDING FOR OUR MAORI COMMUNITY

We will recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into all curriculum areas. The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand. Regular Te Reo Maori lessons will ensure our students are familiar with greetings, social phrases and instructions and will emphasise the bicultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instruction in Te Reo Maori with due consideration of the schools expertise and resourcing at the time the request is received.

PROVIDING FOR OUR MAORI COMMUNITY

The needs of the students and their learning are the primary focus of Sherwood School's activities.

Our students will:

- Develop the basic skills and knowledge that enable them to continue learning
- Develop the skills, knowledge, attitudes and values that are needed to live in everyday life
- Develop respect and dignity for themselves and for others, and the skills needed to live and work with other people
- Develop a sense of cultural identity and respect as a focus of the partnership with the school community
- Enjoy an environment that caters for their health, safety and welfare
- Celebrate success and have self-belief and pride
- Meet the profile of the successful Sherwood Learner

SHERWOOD SCHOOL



THE PROFILE OF THE SUCCESSFUL SHERWOOD LEARNER

Thomas is aged 13 years and left school at the end of year 8 having started school at the age of 5 years.

He is a popular boy with many good friends.

He is well spoken, confident, courteous and respectful.

He is a friend who is loyal, supportive and helpful.

He enjoys school life and enjoys attending school.

He reads for fun and for information.

He likes working with numbers and enjoys applying the skills he has learnt in maths to solve every day problems. If he strikes a problem he finds difficult he actively seeks a solution and never gives up.

He was a school leader, taking on responsibilities to role model and guide others.

He was a member of various sports teams.

He has had sporting, educational and cultural success at his new secondary school.

He is embracing the challenges of the future while being reflective about his years at Sherwood School.

SHERWOOD SCHOOL



A QUALITY EDUCATION

At Sherwood School we believe a quality education looks like:

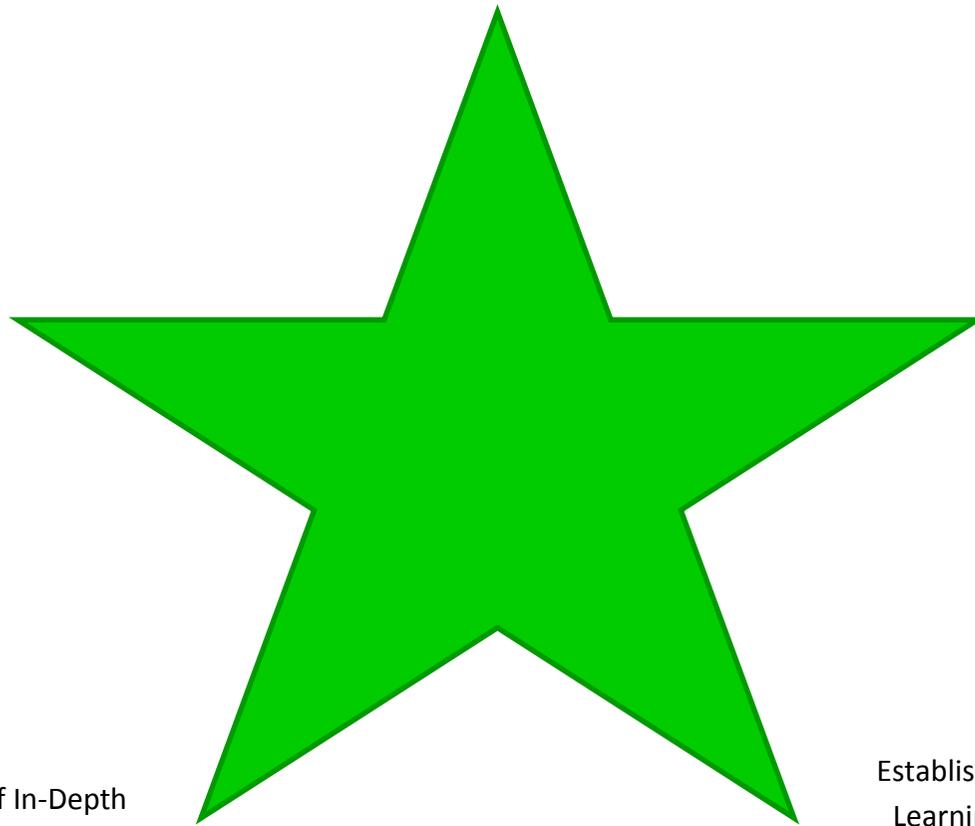
Establishment of the Teacher as the Facilitator of Learning

Establishment of Determined
Learners who Consistently Achieve
Their Personal Best

Establishment of Foundation Skills

Establishment of In-Depth
Learning Experiences

Establishment of Focused
Learning Environments



SHERWOOD SCHOOL



NATIONAL EDUCATION PRIORITIES

Success for All	A Safe Learning Environment	Improving Literacy and Numeracy	Better Use of Student Achievement Information
<p>All students at Sherwood School have the opportunities for success. Planning is based on the NZ curriculum document and national curriculum statements. We cater appropriately for children in multilevel teaching and learning settings. We cater for diversity of learning styles to meet individual needs. We offer small class numbers and provide a wide range of learning experiences both inside and outside the classroom.</p>	<p>Sherwood School provides a safe, stimulating learning environment for its students. Through planning and regular monitoring, the Board of Trustees and the staff ensure that the physical surroundings are maintained and enhanced. Potential hazards are addressed as a matter of urgency. We foster and promote a feeling of "family" within the school and immediate Sherwood School community.</p>	<p>The school places priority on improving all student achievement in literacy and numeracy. Student progress is closely monitored and students identified as being at risk are given extra support and assistance. The school has been resourced well for literacy and numeracy and there is an ongoing commitment to provide high quality learning programmes in both these areas.</p>	<p>The school gathers comprehensive assessment data on the students, which is used in future learning and teaching programmes. Assessment is based on standardised diagnostic tools, as well as formative assessment in line with the NZ curriculum document, teacher observation and anecdotal evidence. Comprehensive records are maintained which demonstrate student achievement over time.</p>
Improving Outcomes for Students at Risk	Improving Outcomes for Maori	Providing Career Guidelines	Reporting
<p>Students identified as being at risk, through assessment procedures and teacher observation, or having special learning needs (remedial or extension) are supported in a variety of ways in our school. We operate a team approach to education, working closely with the family and other necessary agents. Goals and targets are established in consultation with parents / caregivers.</p>	<p>Consultation with the Maori community occurs in regard to programmes, plans and targets. The achievement of our Maori students is analysed across the school and appropriate programmes are put in place if and when necessary.</p>	<p>Year 7 and 8 children are provided with career guidance in the context of unit studies where applicable eg visiting a workplace or receiving a visitor at school. Electronic resources are introduced and made available to gain further knowledge. All students at Sherwood School are encouraged to aim for higher education and develop in themselves a strong belief in their own abilities and aspirations.</p>	<p>Sherwood School students and their parents receive comprehensive reports about progress, both in oral and written form. The school operates an open door policy where teacher / parent communication is regular and honest. Regular curricular reports are presented to the Board of Trustees showing students achievement and progress as a whole.</p>

SHERWOOD SCHOOL



SUPPORTING DOCUMENTATION

The following documentation supports the Sherwood School Curriculum:

- Assessment Policy and Procedures
- Curriculum Programmes: English, Mathematics, Science, Technology, Social Studies, Health and Physical Well-being
- Key Competencies Focus Overview
- Special Needs Register
- ICT Plan
- Library Development Plan
- Planning Templates
- EOTC Policy and Procedures and Documentation Manual
- Annual Targets

The following documentation supports teaching at Sherwood School:

- Performance Appraisal Programme and Systems
- Behaviour Management System
- Appointments Policy and Procedures
- Professional Development Plan
- School Procedures Manual
- Health Consultation Material

The following documentation supports Sherwood School Property, Finance and Health and Safety Management:

- Annual Budget
- 10 Year Property Plan
- Health and Safety Policies and Procedures
- Strategic Plans
- Job Descriptions and Procedures
- Board of Trustees Action Plans
- Health and Safety Checklist

SHERWOOD SCHOOL



PROCEDURAL INFORMATION

- Sherwood School will lodge a copy of the annually updated Charter by 1 March each year with the Ministry of Education. The annual report and analysis of variance will be sent to the Ministry of Education following acceptance by the Board of Trustees.
- The revised charter will include annual targets for the forthcoming year.
- The community is to be actively involved in working towards achieving the annual targets. This will be achieved through parent information meetings, goal setting parent / teacher / student conferences, Board of Trustees, and newsletter information.
- The school community will be consulted to make changes to the charter including goals and targets and to gather information and opinions regarding whole school events.
- The schools Maori community will be consulted on suitability of school programmes, goals for Maori students, school and community resources.
- Targets for students achievement will be identified from teacher anecdotal information, results of previous targets and their impact on students learning, school reviews and analysis of information, a focus on Literacy and Numeracy (at least one annual target), findings of ERO reviews, parents surveys, and MOE senior advisor.

SHERWOOD SCHOOL



NATIONAL STANDARDS STATEMENTS

National Standards Statements have been designed by the Sherwood School Board of Trustees to confirm to the Ministry of Education and the School Community that it is meeting its obligations and legal requirements.

Sherwood School is positive and supportive of the implementation of New Zealand National Standards.

Targets are set to improve students' achievement against the National Standards. We aim to have all students make progress and accelerated progress during the school year.

The Sherwood School Board of Trustees reports to the community and parents about student progress in relation to National Standards.

Sherwood School reports the progress of students to parents twice yearly in plain language in relation to National Standards.

Sherwood School Teaching staff are engaged in moderation, OTJ and assessment professional development.

Sherwood School Teaching Staff use a range of assessment practices to inform OTJ's.

SHERWOOD SCHOOL



STRATEGIC SECTION

SHERWOOD SCHOOL



STRATEGIC OBJECTIVES 2015-2017

- High Student Achievement in Literacy and Numeracy
- High Student Achievement and enjoyment in Science
- Develop a vibrant, safe, positive and inclusive learning environment with happy children and inspiring teachers and leadership
- Upgrade the E-Learning Environment to ensure students are capable and confident 21st Century Learners
- Develop initiatives which allow all School Community members (staff, students and visitors) to follow Environmentally Sustainable Practice

SHERWOOD SCHOOL



ANNUAL SECTION

SHERWOOD SCHOOL



Annual Target 1- 2015 – National Standards Literacy - Reading

[Link to Strategic Plan Goals:](#) High student achievement in Literacy- Reading

Historical Position	2015 Target			
At the end of 2014 91% of Sherwood School students were progressing at or above the National Standards for Reading. Sherwood School aims to achieve at least 85% at or above National Standards	By the end of 2015 the 9% of year 1-8 students at Sherwood School who are achieving below the National Standards in reading will have made progress and be progressing at or above the National Standard for their year.			
	Focus Area	Year Group	Gender	Ethnicity
	Reading	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Review year end data, gather data on any new enrolments, complete testing as per assessment schedule, gather any further data on students to confirm level of achievement	Week 3, Term 1	All teaching staff	Release if required
Engage RT:Lit to work with teachers to target groups / individuals	Week 3, Term 1	Principal / teaching staff	Banked staffing, Principal Release
Identify target students	Week 5, Term 1	All teaching staff	Staff meetings
Analyse testing data for patterns of weakness to focus on with target groups, set goals for target groups	Week 6, Term 1	All teaching staff	CRT, Professional discussions, Staff meetings,
Teachers develop teaching as inquiry (TAI) around target students	Week 5, Term 1	All teaching staff	Staff meetings
Set goals and share with families at goal setting	Week 8, Term 1	All teaching staff	Goal setting afternoon
Monitor system and provide resources to ensure all new students are engaged in developing their reading ability	On going (throughout year)	Principal in liaison with teaching staff	CRT, banked staffing, Principal Release
Reading goals developed with students, engage parental support in home reading programmes, Professional learning for teacher aides / teachers	Week 2, Term 2	All teaching staff Support Staff	Goal Setting Afternoon / Evening Professional learning
Continuation of Reading Recovery programme	Term 1-4	Junior Teacher	Release, Travel, Resources as required
Monitor using assessment tools and OTJ, moderation of OTJ's	On going (throughout year)	All teaching staff	Staff Meetings, Professional learning
Feed back to BOT regarding progress of students in relation to National standards	End of term 1,2,3	Principal	Principal Release BOT Meetings
Final data analysed and reports prepared for BOT, parents and MOE	December 2015	Principal	Banked staffing, Principal Release

SHERWOOD SCHOOL



Annual Target 2- 2015 – National Standards Writing

[Link to Strategic Plan Goals: High student achievement in Literacy- Writing](#)

Historical Position	2015 Target			
At the end of 2014 78% of Sherwood School students were progressing at or above the National Standards for writing. Sherwood School aims to achieve 85% at or above national standards.	By the end of 2015 the 22% of year 1-8 students at Sherwood School who are achieving below the National Standards in writing will have made progress and be progressing at or above the National Standard for their year.			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Review year end data, gather data on any new enrolments, complete testing as per assessment schedule and gather any further data on students to confirm level of achievement	Week 8, Term 1	All teaching staff	Banked staffing to release teachers for testing
Identify students in the 22% and include in target groups,	Week 8, Term 1	All teaching staff	Staff meetings
Analyse testing data for patterns of weakness to focus on with target groups, include writing as main focus in teaching as inquiry (TAI) – linked to staff appraisal	Week 8, Term 1	All teaching staff	CRT, Professional discussions, Staff meetings,
Continuation on ALL programme, attendance to ALL training	Term 2 onwards	Room 2	Professional development budget
Identify and select relevant professional development opportunities which are writing based	On going (throughout year)	All teaching staff	Professional development budget
Ensure allocated writing time is in each class on a daily basis	On going (throughout year)	All teaching staff	
Writing goals developed with students, engage parental support in home writing programmes	Week 4, Term 2	All teaching staff	Goal Setting Afternoon / Evening
Engage RTLB / RTlit as required to support teachers with the learning of individual students	On going (throughout year)	All teaching staff	CRT, Principal release
Monitor using assessment tools and OTJ, moderation of OTJ's and develop knowledge of E-asTTle writing tool.	On going (throughout year)	All teaching staff	Staff Meetings, Professional learning opportunities
Feed back to BOT regarding progress of students in relation to National standards	End of term 1,2,3	Principal	Principal Release BOT Meeting
Final data analysed and reports prepared for BOT, parents and MOE	December 2015	Principal	Banked staffing, Principal Release

SHERWOOD SCHOOL



Annual Target 3- 2015 – National Standards Mathematics

[Link to Strategic Plan Goals: High student achievement in Mathematics](#)

Historical Position	2015 Target			
At the end of 2014 84% of Sherwood School students were progressing at or above the National Standards for mathematics.	By the end of 2015 the 16% of year 1-8 students at Sherwood School who are achieving below the National Standards in mathematics will have made progress and be progressing at or above the National Standard for their year.			
	Focus Area	Year Group	Gender	Ethnicity
	Mathematics	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Review year end data, gather data on any new enrolments, complete testing as per assessment schedule and gather any further data on students to confirm level of achievement	Week 8, Term 1	All teaching staff	Staffing
Identify students in the 16% and include in target groups, with particular emphasis on year 2 and 4 students	Week 8, Term 1	All teaching staff	Staff meetings
Analyse testing data for patterns of weakness to focus on with target groups – PAT test analysis NZCER service	Week 8, Term 1	All teaching staff	CRT, Professional discussions, Staff meetings, testing budget
Initiate and commit to professional development staff meetings with Takapau School (once every term to maintain knowledge from 2013/14 prof dev)	On going (throughout year)	All teaching staff	Staff Meetings
Attend leadership group with Advisors Plus	On going (throughout year)	Maths Leader	Professional development budget
Ensure mathematics is timetabled in each class on a daily basis	On going (throughout year)	All teaching staff	
Mathematics goals developed with students, Continue with mathematics online programme	Week 2, Term 2	All teaching staff	Goal Setting Afternoon / Evening Budget funded
Monitor using assessment tools and OTJ, moderation of OTJ's, development of assessment in measurement, geometry and statistics strands	On going (throughout year)	All teaching staff	Staff Meetings, Professional learning
Feed back to BOT regarding progress of students in relation to National standards	End of term 1,2,3	Principal	Principal Release BOT Meeting
Final data analysed and reports prepared for BOT, parents and MOE	December 2015	Principal	Banked staffing, Principal Release

SHERWOOD SCHOOL



Annual Target 4- 2015– Maori Achievement

Link to Strategic Plan Goals: High student achievement in literacy and numeracy

Historical Position	2015 Target			
At the end of 2014 1 student was below in mathematics 1 student was below in reading 1 student was below in writing	By the end of 2015 all Maori students will make progress to be achieving at or above the National Standards in mathematics, reading and writing.			
	Focus Area	Year Group	Gender	Ethnicity
	Curriculum	All	Both	Maori

How will this target be met?

What?	When?	Who?	Resources allocated
Identify Maori students who are below in reading, mathematics and writing and include in target groups	Week 8, Term 1	All teaching staff	Staff meetings
Use Kahikatia and Tataiako strategies to develop learning programmes which engage Maori students and enhance learning	On going (throughout year)	Principal in liaison with teaching staff	Staff Meetings
Carry out Maori Consultation to ensure Maori students are enjoying and achieving education success as Maori	Week 1, Term 2	Principal and BOT	Meeting with Maori Community
Meet with parents of students	On going (throughout year)	All teaching staff	Meeting times- after school or during if required
Monitor using assessment tools and OTJ, moderation of OTJ's	On going (throughout year)	All teaching staff	Staff Meetings, Professional learning
Feed back to BOT regarding progress of students in relation to National standards	End of term 1,2,3	Principal	Principal Release BOT Meeting
Final data analysed and reports prepared for BOT, parents and MOE	December 2015	Principal	Principal Release

SHERWOOD SCHOOL



Annual Target 5 2015 – Learning environment

Link to Strategic Plan Goals: Develop a vibrant, safe, positive and inclusive learning environment with happy children and inspiring teachers and leadership

Historical Position	2015 Target			
Sherwood School has enjoyed a tradition of being a positive learning environment for 50 years. With ongoing changes in our school community the school will endeavour to meet the needs of all the school community.	By the end of 2015 include practices to ensure staff and students are learning in a positive, safe and inclusive environment			
	Focus Area	Year Group	Gender	Ethnicity
	Environment	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Community consultation to review charter and curriculum to understand the needs of the Sherwood School Community.	Term 2-3	Principal, Staff, BOT	Meetings, Catering
Research Early Years Programme (RTL) availability for year 4-8 teachers Improve knowledge of strategies to manage behaviours and learning in the early years	Term 2-4	All teaching staff	Staffing
Purchase the virtues programme book and implement the programme to encourage respect, tolerance and	Term 1	Principal, teaching staff	Book Resources
Complete appraisals using revised appraisal system and continue to it develop as required	Term 1-4	Principal	Staff Meetings
Gain student voice in order to develop relevant and meaningful learning programmes	Term 2-3	Staff / Principal	Nil

SHERWOOD SCHOOL



Annual Target 6 2015 – E-Learning

Link to Strategic Plan Goals: Upgrade the E-learning Environment to ensure students are confident and capable 21st learners

Historical Position	2015 Target			
Sherwood School has a computer network which is available to students on a timetabled basis.	By the end of 2015 formalise the plan to upgrade the E-Environment.			
	Focus Area	Year Group	Gender	Ethnicity
	ICT	All	Both	Maori

How will this target be met?

What?	When?	Who?	Resources allocated
Community consultation to review charter and curriculum to understand the needs of the Sherwood School Community.	Term 2-3	Principal / Staff/ BOT	Meetings, Catering
Visit other schools to gain knowledge on approaches to E-learning and modern learning environments.	Term 2/3/4	Principal / Staff/ BOT	Relievers or teacher only days
Install wi-fi	Term 2	Principal	ICT budget
Investigate devices and networks used in other schools	Term 2	Principal / teaching staff	Staffing

SHERWOOD SCHOOL



Annual Target 7 2015 – Environmental Sustainability

[Link to Strategic Plan Goals:](#) Develop initiatives which allow all school community members to follow environmentally sustainable practice

Historical Position	2015 Target			
Sherwood School has developed a variety of projects to help sustain the environment such as vege gardening, worm farms, shade house to support A'deane's Bush restoration and paper for trees. At times some of these projects have fallen off the radar.	By the end of 2015 Sherwood School will develop initiatives to continue to improve environmental sustainability.			
	Focus Area	Year Group	Gender	Ethnicity
	Environmental Sustainability	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Students participate in Zero waste programme and continue with recycling of paper and plastics etc. Develop staff knowledge of recycling so appropriate modelling occurs.	Week 8, Term 1	All teaching staff	Inquiry Budget
Undertake the requirements for the first level of enviroschools awards	Term 2	Principal/ teaching staff	Principal release Staffing
Engage students fully in shadehouse learning and A'deane's Bush visits throughout the year. Develop local curriculum with links to NZC.	Term 1-4	All teaching staff	Meeting times- after school or during if required
Maintain and develop vege garden with support of school community	Term 1-4	Principal/ staff	Inquiry Budget

SHERWOOD SCHOOL



Annual Target 8 2015 – Science Learning

Link to Strategic Plan Goals: High student achievement and enjoyment in Science

Historical Position	2015 Target			
Sherwood School students have always achieved in science with science learning happening regularly. At times it has been under the umbrella of “inquiry learning” with students not identifying the learning as science.	By the end of 2015 Sherwood School will develop initiatives to continue to improve scientific knowledge, achievement and enjoyment..			
	Focus Area	Year Group	Gender	Ethnicity
	Environmental Sustainability	All	Both	All

How will this target be met?

What?	When?	Who?	Resources allocated
Relevant professional readings for staff	On going (throughout year)	Principal /All teaching staff	Staff Meetings
Involvement with SLCN (Science Learning and Change Network)	On going (throughout year)	Principal/ TIC Science	Release for meetings
Start Science Clubs up and be involved in CHB cluster of science clubs	Term 1-4	Principal/ TIC Science	Meeting times- after school or during if required
Develop Science Curriculum	Term 3	Principal/ TIC Science/ teaching Staff	Staff Meetings