



DIAMOND HARBOUR
SCHOOL

2012 CHARTER
Achievement for Life



Mission Statement:



A fun place to learn, work, grow and belong.

Our special character



The school and our community.

Diamond Harbour School is a hybrid, a town-and-country school. It serves a distinct and cohesive community from Port Levy to Teddington, including all the southern bays of Lyttelton Harbour. Most children in the district attend Diamond Harbour School, those from farthest away travelling by school bus.

At Diamond Harbour School there are between 105 and 130 students of diverse ethnic origins. Some children attending the school are second generation students. A number of families are relatively recent immigrants, mostly from the United Kingdom. A small number of students speak more than one language. 10.5% of the school's students are Maori.

The school has working relationships with other community organisations for example the Diamond Harbour Rugby Club, Civil Defence and the Charteris Bay Yacht Club. Developing effective relationships with community organisations is an ongoing goal.

In addition to local resources, our proximity to Christchurch enables students to take advantage of opportunities to participate in academic, sporting and cultural events in the city. Exploring more opportunities within our immediate environment and also within the city is something we continue to develop. In addition to this we have made it possible for experts to visit our school to deliver specific academic, sporting and musical programmes.

At Diamond Harbour School all classes are composite, which means each class includes students from two or more years, with a wide range of different levels and abilities. Our classroom teachers are adept at meeting the learning needs of diverse students, challenging and extending each individual to meet his or her potential. We have support staff that assist children and teachers within the classroom and specialist teachers who assist children with reading and learning English.

Currently, the school roll is slowly increasing. Projections, suggest the roll will reach 135 children by the end of 2012. Anecdotal evidence suggests our roll will increase, due largely to the number of pre-school aged children in our community. The BoT has recognised this increase in pre-school aged children and the need to cater for this growing group, advancing a submission to the Minister of Education seeking the establishment of an ECE centre on the school grounds. The BoT believe such a resource will not only enhance the community, but will also foster educational links.

Diamond Harbour School provides a balanced educational, physical and cultural programme covering all aspects of the New Zealand Curriculum, with focus on literacy and numeracy, especially in the early years, Years 0—4. The school has committed to become an Enviro-school and has achieved a bronze award and in 2008, a silver award.

The school enjoys excellent support from parents and caregivers, and from the wider community. Indeed, some of the curriculum activities students are able to experience would not be possible in a school this size without support from parents and caregivers.

Diamond Harbour School seeks to create an educational community that is caring, safe, and progressive. We aim to be a place where difference and diversity are welcomed and respected and a community where all members have a strong sense of belonging and pride.

We also recognise that we are part of the wider Diamond Harbour community and contribute to the spirit and life of this special place. In particular we need to have good communication with all parts of the community, be involved as appropriate in the life of other Diamond Harbour organisations and ensure that our impact on the physical and natural environment is positive.

Strategic Goals 2012–2015



Progress

- National Standards are used effectively to support progression in student outcomes.
- Students set their own learning goals and know what to do to achieve them.
- Every child develops an individual understanding of the Key Competencies.
- Develop and review reporting systems that communicate student progress on Key Competencies and National Standards against key performance indicators.

People

Students

- Develop a school culture that leads to the realisation of each child's potential and celebrates their differences.

Staff & Management

- To develop a culture of openness.
- To develop a culture which values passion for learning, personal development, self-review, appraisal, innovation, risk-taking & contribution. (Model lifelong learning).

Parents & Families

- To ensure parents & families are valued and welcomed.

Wider Community

- To build and maintain partnerships with, and encourage contributions from, the wider community.(e.g. PTA, yacht/sports clubs, music clubs, Tangata Whenua, Kapahaka, etc)
- Encourage and provide opportunities for the community to be involved with our school.
- Open communication and consultation with the community.
- Participate in local community projects.

Place

- To ensure that the school grounds and buildings are well maintained, safe and clean.
- To be an educational centre.
- To progressively improve the school grounds and buildings generally in accord with the School Development Plan (Jan 2010)
- Development of a culture of conservation and sustainability.
- To use the local environment as part of learning programmes and to foster a sense of place/turangawaewae for students

Key Performance Indicators



Progress: Goals	Key Performance Indicators
1 The National Standards are used effectively to support progression in student outcomes.	<ul style="list-style-type: none">• All children show progress against National Standards.• 85% of children are achieving National Standards.• Child centred programmes that cater for the 'whole child', are in place to meet specialised needs.
2 Students set their own learning goals and know what to do to achieve them.	<ul style="list-style-type: none">• Children can measure their progress using Key Competencies.
3 Every child develops an individual understanding of the Key Competencies.	<ul style="list-style-type: none">• Children can measure their progress using Key Competencies.
4 Develop and review reporting systems that communicate student progress on Key Competencies and National Standards against key performance indicators	<ul style="list-style-type: none">• New reporting systems clearly communicate student progress.• The community, with specific reference to the Maori community, are regularly consulted and informed on progress against National Standards and Tikanga programmes within the school.

Place: Goals	Key Performance Indicators
1 To ensure that the school grounds and buildings are well maintained, safe and clean	<ul style="list-style-type: none"> • Annual review of performance of employees/contractors responsible for maintenance, safety and cleanliness of school grounds and buildings.
2 To be an educational centre	<ul style="list-style-type: none"> • The School Board and Management actively support and encourage use of the school grounds for learning and education activities for children & the wider community.
3 To progressively improve the school grounds and buildings generally in accord with the School Development Plan (Jan 2010)	<ul style="list-style-type: none"> • Completion of a 5 year property plan by July 2012 that provides for implementation of the Development Plan. • Securing funding from the Ministry to support the property plan by July 2012. • Adoption of a development project plan for the 5 year PP including the dates for each step that provides for proposed works, staging, timetable and budget
4 Development of a culture of conservation and sustainability	<ul style="list-style-type: none"> • Continuation of the EnviroSchool Project
5 To use the local environment as part of learning programmes and to foster a sense of place/turangawaewae for students	<ul style="list-style-type: none"> • Evidence of learning outside the classroom utilising the wider Diamond Harbour environment (e.g. outdoor education programmes, art classes, history, geography, essay writing/poetry, Marae) • Evidence of establishing connections with the unique local environment (e.g. sailing/canoeing on the harbour, participation in/supporting local projects, Diamond Harbour challenge initiatives)

People: Goals	Key Performance Indicators
Students:	
<p>1 Develop a school culture that leads to the realisation of each child's potential and celebrates their differences.</p>	<ul style="list-style-type: none"> • Meet the individual needs of each child – in part addressed through the 3-way conferences and plans but also ensure all students with special needs are catered for. This will include all aspects of 'achievement for life'.
Staff & Management:	
<p>2 To develop a culture of openness.</p>	<ul style="list-style-type: none"> • Staff available to meet with parents during the working day. • Regular class notices. • Staff school email addresses available to parents and families as another means of communication.
<p>3 To develop a culture which values passion for learning, personal development, self-review, appraisal, innovation, risk-taking & contribution. (Model lifelong learning).</p>	<ul style="list-style-type: none"> • Individual Personal Development Plans for teaching staff. • Individual staff appraisals cascaded from school strategic and annual plans and completed. • Staff actively participate in meetings and have the opportunity to lead professional development.
Parents & Families:	
<p>4 To ensure parents & families are valued and welcomed.</p>	<ul style="list-style-type: none"> • Parents and families are invited to all school events and to participate in classroom activities.

People: Goals (continued)	Key Performance Indicators
Wider Community	
5 To build and maintain partnerships with, and encourage contributions from, the wider community. (e.g. PTA, yacht club, sports clubs, music clubs, Tangata Whenua, Kapahaka, Probus)	<ul style="list-style-type: none"> • Partnerships established with local organisations.
6 Encourage and provide opportunities for the community to be involved with our school.	<ul style="list-style-type: none"> • Links/partnerships established with people who can share knowledge/skills with the school/students.
7 Open communication and consultation with the community.	<ul style="list-style-type: none"> • Annual Survey circulated. • Communicate school news more widely. (School Newsletter, Diamond Harbour Herald and other publications) • School web site kept up to date and student usage increased.
8 Participate in local community projects.	<ul style="list-style-type: none"> • Local projects are identified, evaluated and participated in.

Challenge & Excellence



Diamond Harbour School seeks to be innovative and brave, providing educational opportunities that challenge students and inspire excellence. We value co-operation and a flexible approach to education based on individual needs. We believe that progress should be enjoyable and that achievements should be celebrated and honoured. We foster an environment that encourages students to become great ambassadors for Diamond Harbour wherever they go.

