



Somerset Crescent School

"Raising the Bar"

Charter 2017

Mission Statement

At Somerset Crescent School we work towards
achieving our dreams!

We are

"Raising the Bar!"

Values Statement

Through our UROCK values:

- U - You!
- Respect
- On to it behaviour
- Co-operation
- Kindness,

Differences are celebrated, a passion for learning is fostered and excellence is pursued.
"U-ROCK!"

Vision Statement

A school where we;

- Have fun
- Raise the bar and strive for excellence
- Are active users , seekers and creators of knowledge
- Celebrate creativity and diversity in ourselves and others
- Actively seek and support community engagement
- Foster self belief
- Participate together and contribute with confidence.

GENERAL



Somerset Crescent School is situated in Highbury. It draws its students from the south-west area of Palmerston North known as Takaro/ Westbrook & Highbury, which is 4 kms from the city square. Birmingham St, Botanical Rd, Tremaine Ave and Amberley Avenue form approximate boundaries for the school's catchment area. Until 2002 the school was known as Highbury School.

COMMUNITY

Our Tangata Whenua are Rangitane, although our students are from many different iwi. We have affiliations with Whakapai Hauora, the Highbury Whanau Centre, Te Wananga o Aotearoa, Te Aroha Noa, a Samoan Language Nest, a Kohanga Reo, Somerset Kindergarten and other pre-schools in our area, Monrad Intermediate School and Awatapu College. We enjoy good relationships with members of the public.

We share a School Social Worker with two other schools, and have access to RTLB (Resource Teachers of Learning & Behaviour) Services, RLiT (Resource Teacher of Literacy) Services and (SES) Special Education Services, the Mobile Dental Van, the Public Health Nurse and School Doctor, and a variety of other services. Our students take part in after-school sporting activities, run by the school.

Highbury is comprised of a wide cross-section of people coming from a mixture of socio-economics. Many Somerset families live in rental accommodation and a proportion of our roll is transient in nature. A feature is that, while most new five-year-olds come from local kindergartens and early childhood centres, some have had little preschool experience.

Our decile rating is 1B and our roll is approximately 52% Maori, 27% Pacific Island, 19% Pakeha/European and 2% Other. This is an exciting mix which enables us to have a strong cultural and performing arts factor. We have performing arts groups, Hau Pihī (Kapa Haka), Pasifika Pride, Ukulele, Digital Music, Jump Jam, Recorder and Junior hau Pihī.

STUDENTS/ STAFF

Our students are lively, energetic, smart, friendly and caring, with a wide range of abilities. Our parents are keen for their children to do well and are supportive of their teachers. We mainstream special needs students within the school and we are respected for our knowledge and inclusive practices in this area.

We have a large number of Pasifika students, many have ESOL funding. Teacher aides are timetabled to work in class with these students. Planning for children with English as a second language is undertaken by the teachers. The staff have had extensive learning around current practice for ESOL students.

Classroom programmes cover all areas of the NZ curriculum with a focus on Literacy, Mathematics, Health & Physical Education and Social Skills.

Teachers have had extensive, deep professional development over the last few years. They are enthusiastic, caring and reflective classroom practitioners, and programmes are in line with current educational thinking and practices.

Current staffing allows for: 12 classroom teachers with the Deputy Principal and Principal in "walking" positions and a SENCO. This enables us to carry out excellent classroom and professional development programmes and mentor teachers.

The school is a (PB4LSW) 'Positive Behaviour for Learning Schoolwide' school and is based around our U-ROCK school values of Respect, Onto-it Behavior, Cooperation and Kindness. Our school-wide philosophy aims to help children become lifelong learners and we emphasis the teaching of self-management skills. There is a strong focus on building authentic relationships that enhance and strengthen student learning, student goal setting, inquiry into learning and teaching practices, & individualised learning and achievement. We report to parents frequently throughout the year in several different ways. We are also a Health Promoting School that supports our students and whanau to learn and practice healthy habits relating to overall well being,

Other features of the school are its special programmes which include ESOL (English for Speakers of Other Languages), Literacy Support, Reading and Mathematics Support, Reading Recovery, Enrichment & Extension support, Perceptual Motor Programme - Gross & Fine Motor Skills, Junior Discovery Programme, RDA (Riding for the Disabled), Leadership Training and Opportunities for Senior Students, Big Brother Big Sister Programmes, as well as Projects linked to our various Community Groups.

RESOURCES

In line with our "children first" policy, all our classrooms are bright, clean, attractive, child-friendly places. They are carpeted with noise-absorbent walls, ample cupboard space, sinks and workbenches. The library is well-equipped with books, a photocopier and computers, and the computer suite has a digital projector for class teaching. There are Interactive whiteboards in all classrooms. All classes have netbooks and computers.

The staff room is equipped for professional development with a digital projector and screen. There is a colour photocopier and colour printer for staff and supervised student use, and laminating and bookbinding equipment. We have a number of digital cameras and video cameras. We employ an IT technician to keep equipment and system up to date and working well. We have teacher resource rooms and an art storage room. Our large school hall is useful for assemblies and other school and community activities.

We employ several teacher aides. They support a wide variety of our children with their learning.

In addition we have an outdoor swimming pool which is open for 4 months of the year.

We have had a very successful ERO review.

BOARD OF TRUSTEES

We have three long-standing BOT members plus newer parent reps and a staff rep. Our executive members have special expertise in finance and property. Staff and Principal have an excellent relationship with the Board.

PROCEDURAL STATEMENT

1. Somerset Crescent School will lodge a copy of its Charter, including Annual targets, to the Ministry of Education.
2. The Board undertakes all reasonable steps to achieve the purpose, aims and objectives of this Charter, and to meet all statutory obligations. The Board of Trustees, following consultation with the community, has approved the Charter.
3. Somerset Crescent School will consult with our school community, including our Maori & Pasifika community, as part of the regular review cycle.

Consultation includes:

- Fortnightly newsletters/Website/Facebook/Team Facebook
- Informal meetings and discussions
- Maori and Pasifika consultation and questionnaires
- Community surveys
- Whanau Hui
- Student Led Conferences

4. The Board will respond to any request for instruction in Maori by;

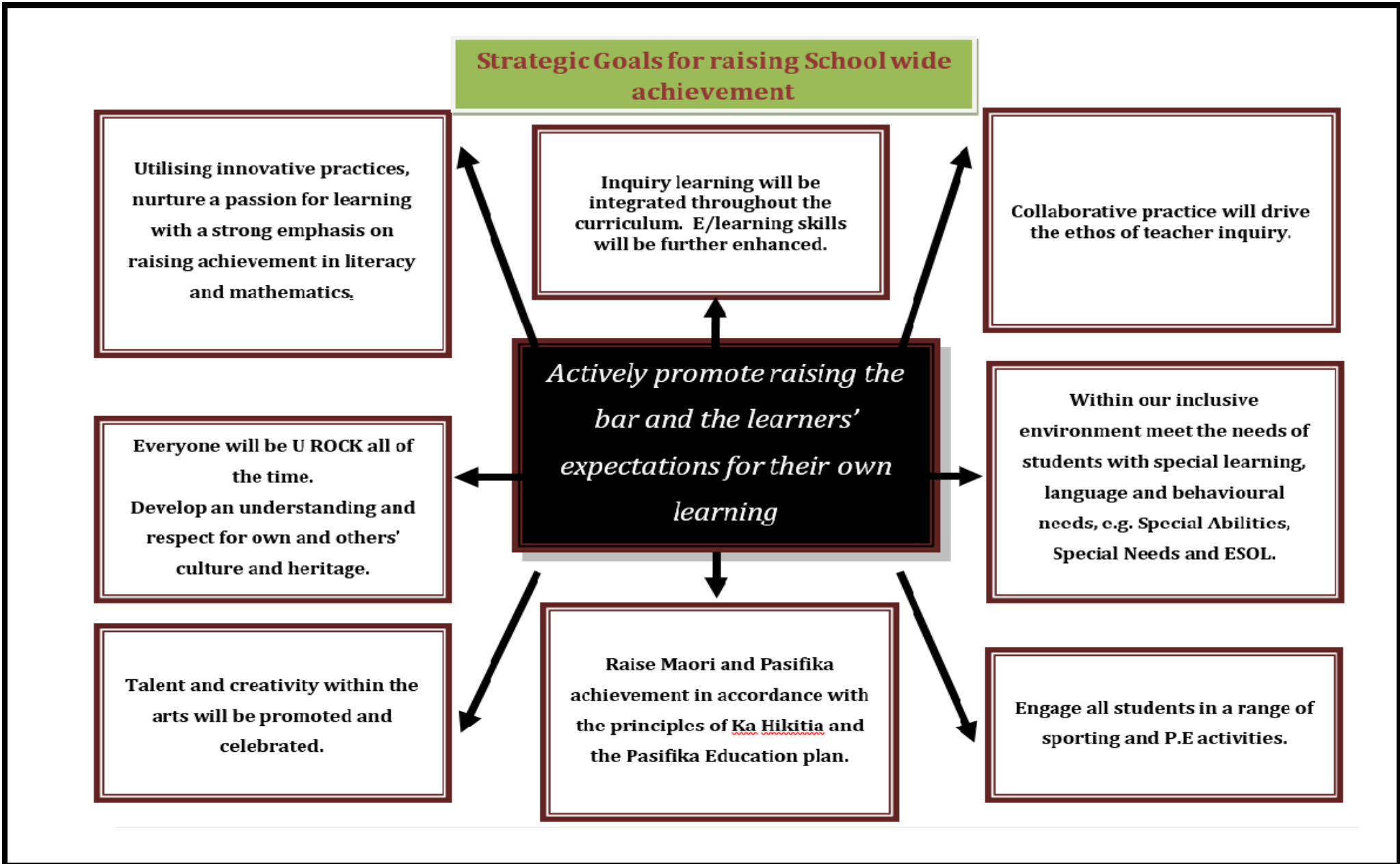
- Advising the parent of the current level of Te Reo and Tikanga Maori available at the school
- Advising the parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.

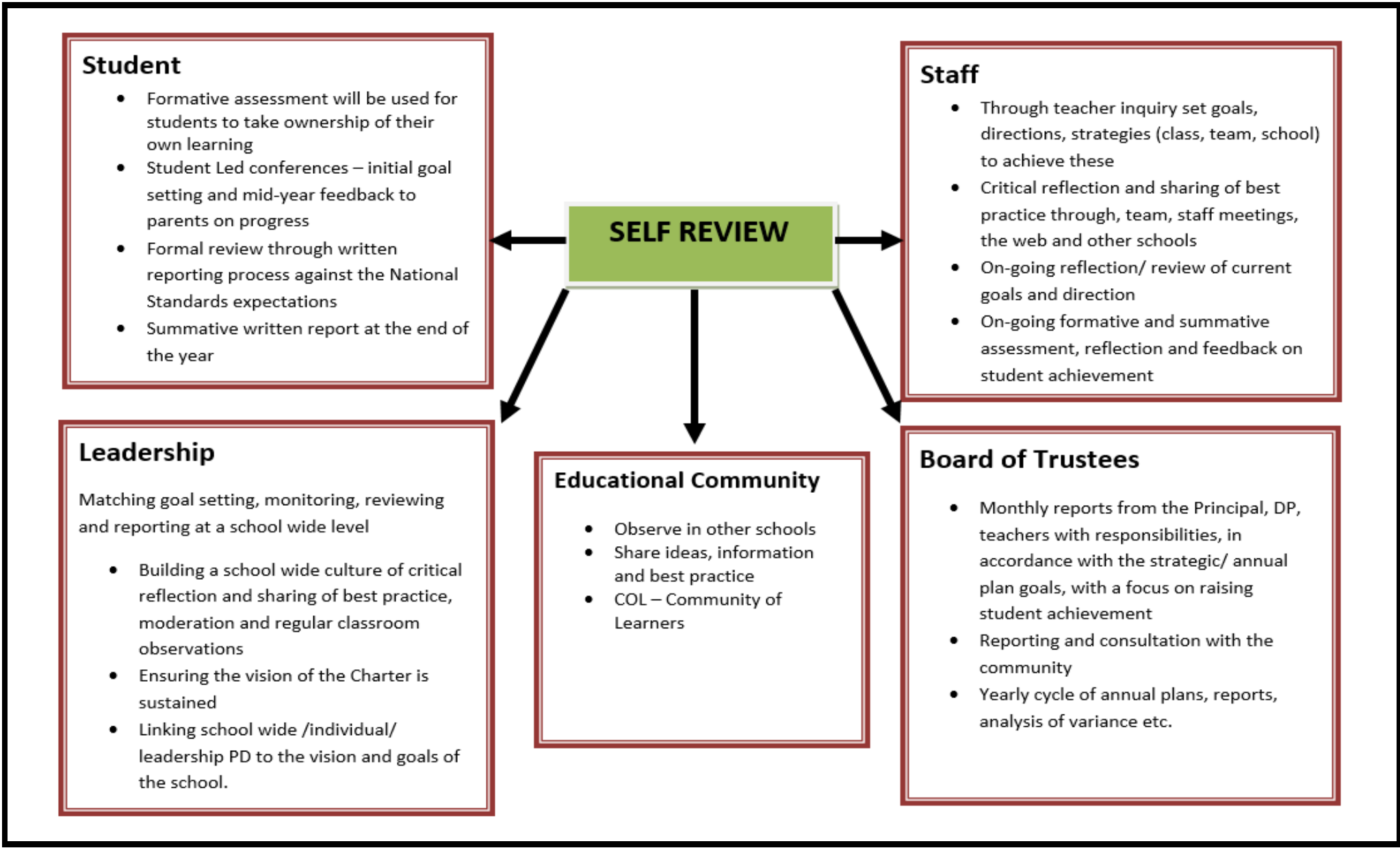
5. Gathering information which can be used to meet the learning needs of our Maori & Pasifika students to raise student achievement will be demonstrated by;

Core analysis of school-wide data in literacy and numeracy,

Results of data being tracked, carefully monitored and used as an annual benchmark,

Consultation with our Maori & Pasifika communities.





NAG 3 Personnel

- Staff performance programme reflects collaborative teacher inquiry which promotes high staff performance
- Principal appraisal system
- Professional development supports the Strategic plan
- Staff professional development needs are identified and implemented.

NAGs 3-7

NAG 4 Property and Finance

- Set and monitor the budget and 5-year property plan.
 - Create a vibrant and safe learning environment
- Property –
- Modern learning environments
 - Toilets

NAG 5 Health and Safety

- School wide positive behaviour for learning embedded into the curriculum.
- Programmes developed to support students at the tier 2 level.
- Update all First Aid certificates
- A health promoting school
- BOT ensure the school is a safe environment for staff, students and community.

NAG 6 Administration

- Comply with all general legislation concerning requirements such as attendance, length of school day and year.

NAG 7 Community Partnership

- Positive media exposure of the school
- Invite and involve all community in events
- Parental consultation and feedback
- Parental involvement in school and class programmes
- Newsletters, webpage, Facebook
- Pre-school visits and liaisons
- Support with resources for speakers of other languages
- Family education evenings

Raising School-Wide Achievement

Actively promote raising the bar and the students expectations for their own learning

	2017	2018	2019
<p>Utilising innovative practices, nurture a passion for learning with a strong emphasis on raising achievement in literacy and mathematics</p>	<p>Sustain best practice in the teaching of mathematics.</p> <p>Sustain teacher capability in the identified areas of need for the teaching of reading and writing.</p> <p>Sustain the profile of reading for enjoyment and the role of our school library.</p> <p>Daily 5 fully implemented into Reading/ writing programme Café introduced</p> <p>Focus on raising Maori and Pasifika achievement.</p> <p>Increased number of students in reading and mathematics at and above National Standards expectations.</p> <p>Community/ whanau involved in children's learning at home and school</p>	<p>Sustain best practice in the teaching of mathematics.</p> <p>Sustain teacher capability in the identified areas of need for the teaching of reading and writing.</p> <p>Sustain the profile of reading for enjoyment and the role of our school library.</p> <p>Daily 5 fully implemented into Reading/ writing programme</p> <p>Focus on raising Maori and Pasifika achievement.</p> <p>Increased number of students in reading and mathematics at and above National Standards expectations.</p> <p>Community/ whanau involved in children's learning at home and school</p>	<p>Sustain best practice in the teaching of mathematics.</p> <p>Sustain teacher capability in the identified areas of need for the teaching of reading and writing.</p> <p>Sustain the profile of reading for enjoyment and the role of our school library.</p> <p>Daily 5 /Café fully implemented into Reading/ writing programme</p> <p>Focus on raising Maori and Pasifika achievement.</p> <p>Increased number of students in reading and mathematics at and above National Standards expectations.</p> <p>Community/ whanau involved in children's learning at home and school</p>

<p>Everyone will be U ROCK all of the time.</p> <p>Develop an understanding and respect for own and others' culture and heritage.</p>	<p>Staff will continually uphold the values of U ROCK through positive role modelling and the use of respectful language with all members of our community.</p> <p>PB4L / U-ROCK and the Key competencies embedded into daily teaching practice.</p> <p>The school community are displaying the U-ROCK values in their learning and behaviour and are able to solve problems in a U-ROCK way.</p> <p>Specific development of student voice and leadership within our community.</p> <p>Regularly celebrate and affirm the U ROCK values.</p> <p>Maintain the school wide system that supports students who are at tier 2.</p> <p>Sharing of knowledge of own culture.</p> <p>Individuals have an understanding of their own culture and respect for other's culture.</p>	<p>Staff will continually uphold the values of U ROCK through positive role modelling and the use of respectful language with all members of our community.</p> <p>The values of U-ROCK are embedded into the culture of the school.</p> <p>The school community are displaying the U-ROCK values in their learning and behaviour and are able to solve problems in a U-ROCK way.</p> <p>Specific development of student voice and leadership within our community.</p> <p>Regularly celebrate and affirm the U ROCK values.</p> <p>Maintain the school wide system that supports students who are at tier 2.</p> <p>Sharing of knowledge of own culture.</p> <p>Individuals have an understanding of their own culture and respect for other's culture.</p>	<p>Staff will continually uphold the values of U ROCK through positive role modelling and the use of respectful language with all members of our community.</p> <p>The values of U-ROCK are embedded into the culture of the school.</p> <p>The school community are displaying the U-ROCK values in their learning and behaviour and are able to solve problems in a U-ROCK way .</p> <p>Specific development of student voice and leadership within our community.</p> <p>Regularly celebrate and affirm the U ROCK values.</p> <p>Maintain the school wide system that supports students who are at tier 2.</p> <p>Sharing of knowledge of own culture.</p> <p>Individuals have an understanding of their own culture and respect for other's culture.</p>
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<p>Collaborative practice will drive the ethos of teacher inquiry.</p>	<p>The collaborative teacher inquiry process will be used to support raising teacher capability in targeted areas, such as literacy and mathematics.</p> <p>The teacher inquiry process is part of the performance / appraisal process and daily practice.</p> <p>Sharing of best practice across the school will be timetabled.</p> <p>Student achievement will be raised through collaborative, flexible and evidence based teaching practice.</p>	<p>The teacher inquiry process will be used to support raising teacher capability in targeted areas, such as literacy and mathematics.</p> <p>The teacher inquiry process is part of the performance / appraisal process and daily practice.</p> <p>Sharing of best practice across the school will be timetabled.</p> <p>Student achievement will be raised through flexible and collaborative teaching practice.</p>	<p>The teacher inquiry process will be used to support raising teacher capability in targeted areas, such as literacy and mathematics.</p> <p>The teacher inquiry process is part of the performance / appraisal process and daily practice.</p> <p>Sharing of best practice across the school will be timetabled.</p> <p>Student achievement will be raised through flexible and collaborative teaching practice.</p>
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<p>Inquiry learning will be integrated throughout the curriculum. E/learning skills will be further enhanced.</p>	<p>The inquiry process will teach students specific skills to enable them to drive their own learning.</p> <p>Students will have the opportunity to follow their own line of inquiry.</p> <p>ICT/E learning to be taught so that it is fully integrated into the curriculum.</p> <p>Build teacher capability through professional development and sharing of best practice.</p> <p>Collaborative teaching opportunities will occur.</p>	<p>The inquiry process will teach students specific skills to enable them to drive their own learning.</p> <p>Inquiry process embedded and student driven.</p> <p>ICT/E learning to be taught so that it is fully integrated into the curriculum.</p> <p>Build teacher capability through professional development and sharing of best practice.</p> <p>Collaborative teaching opportunities will occur.</p>	<p>The inquiry process will teach students specific skills to enable them to drive their own learning.</p> <p>Inquiry process embedded and student driven.</p> <p>ICT/E learning to be taught so that it is fully integrated into the curriculum.</p> <p>Build teacher capability through professional development and sharing of best practice.</p> <p>Collaborative teaching opportunities will occur.</p>
<p>Raise Maori/ Pasifika achievement in accordance with the principles of Ka Hikitia and the Pasifika Education plan.</p>	<p>All staff are being culturally responsive and inclusive .</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Involvement of the Maori / Pasifika communities.</p> <p>Staff familiarisation of Ka Hikitia and Pasifika Education Plan documents.</p> <p>Investigation of Tataiako scheduled in the Performance management programme</p>	<p>All staff are being culturally responsive and inclusive .</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Involvement of the Maori / Pasifika communities.</p> <p>Teaching practice reflects knowledge of Ka Hikitia and Pasifika Education Plan documents.</p> <p>Continued investigation of Tataiako scheduled in the Performance management programme</p>	<p>All staff are being culturally responsive and inclusive .</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Involvement of the Maori / Pasifika communities.</p> <p>Teaching practice reflects knowledge of Ka Hikitia and Pasifika Education Plan documents.</p> <p>Continued investigation of Tataiako scheduled in the Performance management programme</p>

<p>Talent and creativity within the arts will be promoted and celebrated.</p>	<p>Continue the performing arts / cultural programme.</p> <p>Develop the teachers capability to implement the new music programme across the school.</p> <p>A high standard of visual arts will be evident.</p> <p>Performances are –in-school, to the whanau, and wider community.</p> <p>Celebrate cultural diversity through Cultural and performing Arts groups</p> <p>Community involvement encouraged</p>	<p>Continue the performing arts / cultural programme.</p> <p>Develop the teachers capability to implement the new music programme across the school.</p> <p>A high standard of visual arts will be evident.</p> <p>Performances are –in-school, to the whanau, and wider community, including a formal concert</p> <p>Celebrate cultural diversity through Cultural and performing Arts groups</p> <p>Community involvement encouraged</p>	<p>Continue the performing arts / cultural programme.</p> <p>Develop the teachers capability to implement the new music programme across the school.</p> <p>A high standard of visual arts will be evident.</p> <p>Performances are –in-school, to the whanau, and wider community, including a formal concert</p> <p>Celebrate cultural diversity through Cultural and performing Arts groups</p> <p>Community involvement encouraged</p>
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<p>Engage all students in a range of sporting and P.E activities.</p>	<p>Build teacher capability through professional development implemented with Curriculum leader and Sport Manawatu support.</p> <p>Review and purchase of PE equipment and uniforms .</p> <p>To expose students to a variety of sporting codes so they may gain the knowledge and skills needed to participate and represent</p>	<p>Skills teaching and programmes developed.</p> <p>On- going purchasing of equipment.</p> <p>To expose students to a variety of sporting codes so they may gain the knowledge and skills needed to participate and represent</p>	<p>Skills teaching and programmes developed.</p> <p>On- going purchasing of equipment.</p> <p>To expose students to a variety of sporting codes so they may gain the knowledge and skills needed to participate and represent</p>
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	<p>Somerset Crescent School in our community</p> <p>Parental involvement with coaching and team management</p>	<p>Somerset Crescent School in our community</p> <p>Parental involvement with coaching and team management.</p>	<p>Somerset Crescent School in our community</p> <p>Parental involvement with coaching and team management</p>
<p>Within our inclusive environment meet the needs of students with special learning, language and behavioural needs, e.g. Special Abilities, Special Needs and ESOL.</p>	<p>Early identification and notification of needs through the Support / Extension register</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Inclusive practice is embraced by all staff.</p>	<p>Early identification and notification of needs through the Support / Extension register.</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Inclusive practice is embraced by all staff.</p>	<p>Early identification and notification of needs through the Support / Extension register.</p> <p>Provide appropriate inclusive or individual programmes for the identified needs.</p> <p>Inclusive practice is embraced by all staff.</p>

2017 STRATEGIC GOALS

Utilising innovative practices, nurture a passion for learning with a strong emphasis on raising achievement in literacy and mathematics

Annual Strategic Objectives:

Building teacher capability in teaching literacy, in particular reading and writing.
Focus on raising Maori achievement
Focus on raising Pasifika achievement.
Increased number of students in reading and writing meeting National Standards expectations.
Community/ whanau participation encouraged in children's learning

READING GOAL

READING Annual aims

Increase the number of students to be working at or above the National Standards for literacy reading.
Increase the number of Maori students to be achieving at or above the National Standards for reading.
Increase the number of Pasifika students achieving at or above the National Standards for reading.

BASELINE DATA

Analysis of schoolwide reading data at the end of 2016 identified some concerns about the students at the end of Year 1. This cohort showed that after a year at school 79.1% (34) students were working below the National Standards level. Analysis of this data shows us that 75% (21) Maori students are working below National Standards level and 66.7% (4) Pasifika students are working below National Standards level.

Further analysis of schoolwide reading data at the end of 2016 identified some concerns about the students at the end of Year 2. This cohort showed that after 2 years at school 23.7% (9) students were working well below the National Standards level and 26.3% (10) students were working below the National Standards level. Analysis of this data shows us that of those students who are well below the National Standards level 27.8% (5) are Maori students and 30% (3) are Pasifika students. Of those students who are below the National Standards level 22.2% (4) are Maori students and 30% (3) are Pasifika students.

Some areas of need have been identified for the up-skilling of teachers this year through targeted PLD (professional learning development) around Reading. This includes establishing and embedding effective management systems in classrooms to work with groups around reading that will ensure targeted needs are being met.

A balanced reading programme will be taught each day.

READING TARGET

In the 2017 our Year 2 cohort 79.1% (34) of all students are below.
75% (21) Maori students are below.
66.7% (4) Pasifika students are below.

All of these students will make accelerated progress in 2017. This means that these students will be at or above the expected National Standard by the end of the year.

In the 2017 our Year 3 cohort 50% (19) of all students are well below or below.
27.8% (5) Maori students are well below.
30% (3) Pasifika students are well below.
22.2% (4) Maori students are below.
30% (3) Pasifika students are below.

All of these students will make accelerated progress in 2017. This means that these students will be at or above the expected National Standard by the end of the year.

ACTION

Monitor the students that are in these target groups for accelerated progress.

Analyse their individual needs.

All staff members to prepare action plans that highlight the individual needs of students and/or target groups to link with teacher performance, management process and their teacher inquiry.

Regular sharing of evidence of teaching and progress of these students.

Consistent and regular daily teaching of established phonics and spelling programmes throughout the school.

Team collaboration for support in sharing and planning reading activities and setting goals and expectations.

Observation of focussed teaching by team members with feedback and feedforward.

Expectations set for each target group, in accordance with the OTJ's (well below-below) and (below-at).

Team leaders will set up a visual monitoring system to ensure focus of accelerated and constant organisation of their target groups (students well below & below in Reading, Writing and Mathematics.)

Continuation of Daily Five.

Implementation of CAFE.

Continuation of ALL (Accelerated Literacy in Learning) programme.

Targeted support groups/Reading Recovery & Reading Groups.

ESOL (English for Speakers of Other Languages) children to receive extra in class support with their Teacher Aides working through reading programmes.

Children on the Early Words programme.

Read Out Loud Programme

Communicate regularly with whanau.

WRITING GOAL

WRITING - Annual aims

Increase the number of students to be working at or above the National Standards for writing
Increase the number of Maori students achieving at or above the National Standards for writing.
Increase the number of Pasifika students achieving at or above the National Standards for writing.

BASELINE DATA

Analysis of schoolwide writing data at the end of 2016 identified some concerns about the students at the end of **Year 3**. This cohort showed that after 3 years at school 42% (13) students were working **below** the National Standards level. Analysis of this data shows us that 10.5% (2) Maori students are working **well below** National Standards level and 26.3% (5) Maori students are working **below** National Standards level. This analysis also shows us that 66.7% (6) Pasifika students are working **below** National Standards level.

Further analysis of schoolwide writing data at the end of 2016 identified some concerns about the students at the end of **Year 5**. This cohort showed that after 5 years at school 42.5% (17) students were working **well below and below** the National Standards level. 2.5% (1) student was working **well below** the National Standards level, and 40% (16) students were working **below** the National Standards level. Analysis of this data shows us that of those 16 students who are **below** the National Standards level 36.8% (7) are Maori students and 50% (7) are Pasifika students.

Some areas of need have been identified for the up-skilling of teachers this year through targeted PLD (professional learning development) around Writing. This includes establishing and embedding effective management systems in classrooms to work with groups around writing that will ensure targeted needs are being met.

A balanced writing programme will be taught each day.

WRITING TARGET

In the 2017 our Year 4 cohort 42% (13) of all students are **below**.
10.5% (2) Maori students are **well below** and 26.3% (5) Maori students are **below**.
66.7% (6) Pasifika students are **below**.

All of these students will make accelerated progress in 2017. This means that these students will be at or above the expected National Standard by the end of the year.

In the 2017 our Year 6 cohort 42.5% (17) of all students are well below or below.

2.5% (1) student is well below and 40% (16) students are below.

36.8% (7) Maori students are below.

50% (7) Pasifika students are below.

All of these students will make accelerated progress in 2017. This means that these students will be at or above the expected National Standard by the end of the year.

ACTION

Monitor the students that are in these target groups for accelerated progress.

Analyse their individual needs

All staff members to prepare action plans that highlight the individual needs of students and/or target groups to link with teacher performance, management process and their teacher inquiry.

Regular sharing of evidence of teaching and progress of these students.

Expectations set for each target group, in accordance with the OTJ's (well below-below) and (below-at).

Consistent and regular daily teaching of writing throughout the school.

Team collaboration for support in sharing and planning writing activities and setting goals and expectations.

Team leaders will set up a visual monitoring system to ensure focus of accelerated and constant organisation of their target groups (students well below & below in Reading, Writing and Mathematics.)

Implementation of CAFE.

Continuation of ALL (Accelerated Literacy Learning) programme.

Targeted support groups & Writing Groups.

ESOL (English for Speakers of Other Languages) children to receive extra in class support with their Teacher Aides working through writing programmes.

In-class support and supplementary programmes aligned with our goals.

Observations of focussed teaching by team members with feedback and feedforward.

Communicate regularly with whanau