



Somerset Crescent School

"Raising the Bar"

Charter 2019

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!
- R - Respect
- O - On to it behaviour
- C - Co-operation
- K - Kindness,

Differences are celebrated, a passion for learning is fostered and excellence is pursued.

"U ROCK!"

Vision Statement:

Somerset Crescent School is 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 in others
 - Actively seek and support community engagement
 - Foster self belief
- Participate together and contribute with confidence

INFORMATION ABOUT US:

GENERAL

Somerset Crescent School is situated in the south-west area of Palmerston North known as Takaro/ Westbrook/ Highbury, which is 4 kms from the city square.

COMMUNITY

Tangata whenua are Rangitane, although our students are from many different iwi. We have affiliations with Whakapai Hauora, St Michael's Marae, the Highbury Whanau Centre, Te Wananga o Aotearoa, Te Aroha Noa, the Samoan language nest - 'Malamalama Moni', the Tongan Early Childhood Centre 'Lalanga Moui', a kohanga reo, other pre-schools in the area, Monrad Intermediate School and Awatapu College. We enjoy good relationships with many members of the community (both near and far).

We share a School Social Worker with two other schools, and have access to the RTLB and Group Special Education services, the Mobile Dental Van, the Public Health Nurse and a variety of other services. Our students take part in after-school sporting activities, some run by the school and some by the sports clubs.

Our roll is approximately 52% Maori, 23% Pacific Island, 2% Asian, 0.9% African, 1.3% Indian and 21% European. This is exciting as this enables us to collaborate and recognise our strong cultural heritages. One way we accomplish this is through our Cultural programme where we celebrate our cultures and talents through Hau Pihī, Pasifika Pride, and via classroom programmes each Thursday from 11:30am - 1:00pm.

STUDENTS/STAFF

Our students are happy, energetic, friendly and caring. 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, whom many receive ESOL (English as a Second Language) funding. Teacher aides are timetabled to work in class with our students. Planning for children with English as a second language is undertaken by the teachers, and supported by the Deputy Principal. The DP capably leads in this area, providing staff with timely and effective PD that supports our ESOL students, staff and families.

Classroom programmes cover all areas of the NZ curriculum - English, Mathematics, Health & P.E, Social Sciences, The Arts, Technology and Science.

Teachers have had extensive professional development over recent years around PB4L (Positive Behaviour for Learning), the function of the 'Brain' (Nathan Mikaere-Wallis), Daily 5 (Literacy Programme & Effective Behaviour Practices Programme), Mathematics - DMIC (Bobby Hunter), Learner Agency/Learning Intentions & Success Criteria/Visible Learning (John Hattie), Restorative Practices/Restorative Justice (Greg & Rich), and Cultural Competence. They are enthusiastic, caring and reflective classroom practitioners, and programmes are in line with effective educational thinking and practices.

Current staffing allows for: 12 classroom teachers with the Deputy Principal/Senco, Assistant Principal and Principal in "walking" positions. This enables us to lead effectively, support with PB4L learning and restorative practices, be fully involved in furthering professional development, and coach and mentor staff by supporting them in improving classroom teaching practices and the development and forming of positive relationships with their students and colleagues.

The school is a Positive Behaviour for Learning school (PB4L). Our U-ROCK school values model = Respect, Onto-it Behaviour, Cooperation, and Kindness which underpin and support all our teaching and learning. Our school-wide philosophy and teaching practice beliefs aim to help children become life-long learners. We include and promote the teaching of the key competencies - Thinking, Relating to Others, Understanding Language, Symbols and Texts, Managing Self, and Participating & Contributing. There is a strong focus on building authentic relationships that enhance and strengthen student learning, teacher facilitation, learner agency, student & staff goal setting, inquiry into learning & teaching practices, and assessment, achievement & reflections. 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. This year our school endeavours to lead in being a 'water only school'.

Other features of the school are its special programmes which include ESOL, CWSN programmes, Enrichment & Extension support, Discovery programmes, Play Based Learning, RDA (Riding for the Disabled), Leadership Training Opportunities for Senior Students, Big Brother Big Sister Mentoring 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 and sinks and workbenches. We are at the beginning stages of renovating and improving these spaces so we can teach more effectively, and our children can learn at more optimum levels. We have new heat pumps that provide cool environments to learn within. The library is well-equipped with books, a photocopier and computers. There are Interactive whiteboards, TV's, netbooks and various IT equipment in the school that is housed safely.

The staffroom 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 systems up to date and working well. We have well resourced teacher preparation rooms which house up-to-date resources and spaces for thinking, planning and working from. Our large school hall is used for our assemblies and other school activities.

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

In addition we have an outdoor swimming pool which is open in Terms 1 and 4.

We have had very successful ERO reviews.

BOARD OF TRUSTEES

We have three long-standing BOT members plus 2 newer parent reps and 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 and Pasifika community, as part of the regular review cycle.

Consultation includes:

- Fortnightly newsletters/Website/Facebook/Team Facebook
 - Informal meetings and discussions
 - 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 instructions in Te Reo and Tikanga Maori.
 5. Gathering information which can be used to meet the learning needs of our Maori and Pasifika students to raise student achievement will be demonstrated by:
 - Core analysis of school-wide data in literacy and mathematics
 - Results of data being tracked, carefully monitored and used as an annual benchmark.

BOARD OF TRUSTEES

- Monthly reports from the Principal, DP, teachers with responsibilities, in accordance with the strategic/annual plan goals, with a focus on raising student achievement.
- Reporting and consultation with the community
- Yearly cycle of annual plans, reports, analysis of variance.

LEADERSHIP

Matching goal setting, monitoring, reviewing and reporting at a school wide level.

- Building a school wide culture of critical reflection and sharing of best practice, moderation and regular classroom observations.
- Ensuring the vision of the Charter is sustained.
- Linking school wide/individual/leadership PD to the vision and goals of the school.

SELF REVIEW

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graph TD; SR[SELF REVIEW] --> BOT[BOARD OF TRUSTEES]; SR --> EC[EDUCATIONAL COMMUNITY]; SR --> S[STUDENT];
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EDUCATIONAL COMMUNITY

- Whanau Hui - Learning Focus
- Observe in other classes & schools
- Share ideas, information and best practice

STUDENT

- Formative assessment practices will be used so students know how to lead their own learning.
- Student Led Conferences - goal setting, feedback to parents on progress.
- Formal review through written reporting process against expectations.
- Summative written report at the end of the year.

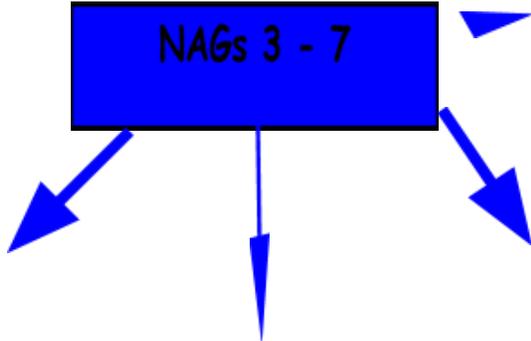
STAFF

- Through teacher inquiries set explicit goals based on data and formative assessment.
- Timely planned reflection and sharing of best practice through team, staff meetings, and in collaboration with other schools.
- On-going reflection/review of current goals and directions.
- On-going formative and summative assessment, reflection and feedback on students achievement.

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

Finance

- Set and monitor the budget and 5-year property plan.
- Create a vibrant and safe learning environment

Property

- Block 2 (Modern Learning Environment)
- Swimming Pool
- Block 1 (Toilet Modification)

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.
- Water Only School.

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/whanau hui

RAISING SCHOOL WIDE ACHIEVEMENT

STRATEGIC GOALS

Through effective teacher practices all learners will be able to 'Raise the Bar' to become life-long learners.

SOUND CURRICULUM KNOWLEDGE	TEACHER INQUIRY	LEARNER AGENCY
<ul style="list-style-type: none">• Staff will have sound knowledge of all curriculum areas.• With this knowledge they will teach across the NZ Curriculum with confidence.• Teachers will explicitly plan and prepare purposeful differentiated lessons to meet the needs of their learners.• Student achievement will be shared with whanau through Student Led Conferences, formal written reports and informal conversations	<ul style="list-style-type: none">• Teacher Inquiry will improve teachers own practice.• Each teacher will have a teacher inquiry that will improve outcomes for learners.• Evidence of learner progress will be collected and analysed throughout the year to drive next steps for teacher inquiry.• We will use the 'Spiral of Inquiry' model to guide the teacher inquiry process.• Time will be given in team meetings and staff meetings for professional conversation, reflection and professional development.	<ul style="list-style-type: none">• Through Learner Agency our students will understand and drive their learning.• Students will know where they are working at and what they need to learn to progress and achieve learning goals.• Teachers will use learning intentions and success criteria so that learning journeys are visible for all students.• Teachers will provide effective feedback and conference with students around their learning goals.• Students will share their learning with whanau through Student Led Conferences

Professional development will be occurring throughout the year at staff meetings and team meetings to target the above goals.

RAISING SCHOOL WIDE ACHIEVEMENT

Through effective teacher practices all learners will be able to 'raise the bar' to become life-long learners.

	2019	2020	2021
SOUND CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> • Staff will <u>continue to develop</u> sound knowledge of all curriculum areas. • Staff will <u>continue</u> to use this knowledge and teach across the NZ Curriculum with confidence. • Teachers will <u>continue to explicitly</u> plan and prepare purposeful, differentiated lessons to meet the needs of all their learners. • Student achievement will <u>continue to be</u> shared with whanau through Student Led Conferences, formal written reports and informal conversations. 	<ul style="list-style-type: none"> • Staff will <u>have and use</u> sound knowledge of all curriculum areas. • Staff <u>will</u> use this knowledge and teach across the NZ Curriculum with confidence. • Teachers <u>will</u> plan and prepare purposeful, differentiated lessons to meet the needs of all their learners. • Student achievement <u>will</u> be shared with whanau through Student Led Conferences, formal written reports and informal conversations 	<ul style="list-style-type: none"> • Staff will <u>continue to have and use</u> sound knowledge of all curriculum areas. • Staff <u>will continue to</u> use this knowledge and teach across the NZ Curriculum with confidence. • Teachers <u>will continue to</u> plan and prepare purposeful, differentiated lessons to meet the needs of all their learners. • Student achievement <u>will continue to</u> be shared with whanau through Student Led Conferences, formal written reports and informal conversations

<p>TEACHER INQUIRY</p>	<ul style="list-style-type: none"> • Teacher Inquiry will <u>continue to</u> improve teachers own practice. • Each teacher will have a teacher inquiry that will <u>continue to</u> improve outcomes for learners. • Evidence of learner progress will <u>continue to</u> be collected and analysed throughout the year to drive next steps for teacher inquiry. • We will <u>continue to</u> use the 'Spiral of Inquiry' model to guide the teacher inquiry process. • Time will <u>continue to</u> be given in team meetings and staff meetings for professional conversation, reflection and professional development. 	<ul style="list-style-type: none"> • Teacher Inquiry <u>will</u> improve teachers own practice. • Each teacher will have a teacher inquiry that <u>will</u> improve outcomes for learners. • Evidence of learner progress <u>will</u> be collected and analysed throughout the year to drive next steps for teacher inquiry. • We <u>will</u> use the 'Spiral of Inquiry' model to guide the teacher inquiry process. • Time <u>will</u> be given in team meetings and staff meetings for professional conversation, reflection and professional development. 	<ul style="list-style-type: none"> • Teacher Inquiry <u>will</u> improve teachers own practice. • Each teacher will have a teacher inquiry that <u>will</u> <u>continue to</u> improve outcomes for learners. • Evidence of learner progress <u>will continue to</u> be collected and analysed throughout the year to drive next steps for teacher inquiry. • We <u>will continue to use</u> the 'Spiral of Inquiry' model to guide the teacher inquiry process. • Time <u>will continue to</u> be given in team meetings and staff meetings for professional conversation, reflection and professional development.
<p>LEARNER AGENCY</p>	<ul style="list-style-type: none"> • Through Learner Agency, our students will <u>continue</u> to understand and drive their learning. • Students will <u>continue</u> to learn to know where they 	<ul style="list-style-type: none"> • Through Learner Agency, our students <u>will</u> understand and drive their learning. 	<ul style="list-style-type: none"> • Through Learner Agency, our students <u>will continue to</u> understand and drive their learning.

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2019 Charter Priority Learners Plan

Through effective teacher practices all learners will be able to 'raise the bar' to become life-long learners.

WRITING ANNUAL AIM

Increase the number of students in this cohort to be working at or above in writing.

Strategic Objectives

Focus on 'raising student achievement' - particularly in Literacy and Numeracy for our Priority Learners (Maori below in writing, Pasifika below in writing, students with special needs, students from low socio-economic families).

Continue to build teacher capability in teaching writing.

Encourage community/whanau participation in student learning.

BASELINE DATA

Analysis of schoolwide writing data at the end of 2018 identified some concerns about the students who were below in Year 4.

There were also a small number of students who were just achieving 'at' in Term 4 2018. They have been included in this cohort.

There are 15 students in this cohort.

2019, Term 1's data has confirmed that 13 students are in this cohort.

Note: when students move from one year group to another they are then measured according to the year levels standard, which can in some instances mean a student who was 'at' in term 4 2018 will be 'below' in Term 1 2019.

These students are now Year 5 in 2019.

WRITING TARGET - YEAR 5

In 2019 in our Year 5 cohort there are 13 students who are below.

Of these students 7 are Maori.

Of these students 3 are Pasifika.

Of these students 1 is Asian.

Of these students 1 is Australian.

Of these students 1 are European.

We expect that all of these students will make accelerated progress in 2019. This means that these students will be 'at' or 'above' in writing by the end of the year.

ACTIONS THAT SUPPORT THE AIMS & GOALS

To support these learners there will continue to be ongoing, effective professional development in literacy for staff. The Somerset Crescent School Leadership Team & Literacy Team will lead and provide professional development that will compliment and draw on the knowledge, advice and guidance delivered in 2017/2018 by Liz Hansen (RTLit) and Stephen Graeme.

A whole school 'Scope & Sequence' system will be in place that will be used to guide teaching practice, and provide a teaching and learning scope across the school from NE to Year 6.

Classroom programmes, systems and environments will be well established, and reflected upon regularly to motivate and engage students in writing.

Programmes will be balanced and regular, with daily teaching of writing in place.

Continuation of Daily Five will be in place to support the writing programme.

Teachers will have a writing programme in place that teaches 'writing', makes students feel 'motivated to write', and where they 'can write' with confidence.

Students will be part of the decision making process around their learning needs. They will begin to direct their journey with support and guidance from their teachers.

ESOL students will receive extra support (Teacher Aide Support) to help them with their written language.

Teachers will plan for their ESOL students and share the plans/goals and next step teaching with their Teacher Aides so they can then support the student adequately.

Teachers choosing to have an 'inquiry' based on 'writing'.

Teachers will have discussions/conversations based on their findings.

Sharing of effective practices in Team Meetings, Staff Meetings and throughout the day as normal daily practice will occur more naturally.

Team planning will/can become more collaborative - supporting each other with setting goals, expectations and activities that highly motivate and engage learners/learning.

Teachers will provide instantaneous feedback and feed forward during lessons/learning.

Teachers will differentiate their planning accordingly to ensure their students are receiving targeted, explicit teaching.

Planning will be reflected upon and improvements made based on both summative and formative assessment data/information.

Early Words programme will be in place to support 'word recognition' and 'letter sound/blends'.

Having the essential word spelling lists used consistently across the school will support written language.

SCS writing matrices will be used to celebrate successes and guide next steps.

There are/will be more robust assessment practices in place that will assist and ensure all levels of learning and teaching are accurate, and targeted at acceleration and progress.

Teachers/Staff will share evidence of 'effective practice', 'progress', 'acceleration' with each other in teams/whole school.

Observations will be completed with timely feedback and feed forward.

Team Leaders will visually display their teams writing data in the Team Leaders office. They will use this to track their students achievement throughout the year. This information will be used to have conversations from that will celebrate successes and question any lack of progress.

ETap professional development will support teachers in knowing how to navigate their way around the Student Management System. Inputting data and extracting data from ETap will support next teaching and learning steps, and will help teachers reflect on their teaching practices and their students needs, which will in turn support progress.

Whole school whanau hui will provide a platform/opportunity for families to learn how to teach and support writing from the home environment. Resources will be given to whanau so they can use these notes/strategies/tools to support their children from home.

2019 Charter Priority Learners Plan

Through effective teacher practices all learners will be able to 'raise the bar' to become life-long learners.

READING ANNUAL AIM

Increase the number of students in this cohort to be working at or above in reading

Strategic Objectives

Focus on 'raising student achievement' - particularly in Literacy and Numeracy for our Priority Learners (Maori below in writing, Pasifika below in writing, students with special needs, students from low socio-economic families).

Continue to build teacher capability in teaching writing.

Encourage community/whanau participation in student learning.

BASELINE DATA

Analysis of schoolwide writing data at the end of 2018 identified some concerns about the students who were below in Year 2.

There were also a small number of students who were just achieving 'at' in Term 4 2018. They have been included in this cohort.

There are 11 students in this cohort.

2019, Term 1's data has confirmed that 13 students are in this cohort.

Note: when students move from one year group to another they are then measured according to the year levels standard, which can in some instances mean a student who was 'at' in term 4 2018 will be 'below' in Term 1 2019.

These students are now Year 3 in 2019.

READING TARGET

In 2019 in our Year 3 cohort there are 13 students who are below.

Of these students 6 are Maori.

Of these students 4 are Pasifika.

Of these students 1 is Asian.

Of these students 2 are European.

We expect that all of these students will make accelerated progress in 2019. This means that these students will be at or above in reading by the end of the year.

ACTIONS THAT SUPPORT THE AIMS & GOALS

To support these learners there will continue to be ongoing, effective professional development in literacy for staff. The Somerset Crescent School Leadership Team & Literacy Team will lead and provide professional development that will compliment and draw on the knowledge, advice and guidance delivered in 2017/2018 by Liz Hansen (RTLit) and Stephen Graeme.

Classroom programmes, systems and environments will be well established, and reflected upon regularly to motivate and engage students in reading.

Programmes will be balanced and regular, with daily teaching of reading in place.

Continuation of Daily Five will be in place to support the reading programme.

Teachers will have a reading programme in place that teaches 'reading', makes students feel 'motivated to read', and where they 'can read' with confidence.

Students will be part of the decision making process around their learning needs. They will begin to direct their journey with support and guidance from their teachers.

ESOL students will receive extra support (Teacher Aide Support) to help them with their reading.

Teachers will plan for their ESOL students and share the plans/goals and next step teaching with their Teacher Aides so they can then support the student adequately.

Teachers choosing to have an 'inquiry' based on 'reading'.

Teachers will have discussions/conversations based on their findings.

Sharing of effective practices in Team Meetings, Staff Meetings and throughout the day as normal daily practice will occur more naturally.

Team planning will/can become more collaborative - supporting each other with setting goals, expectations and activities that highly motivate and engage learners/learning.

Teachers will provide instantaneous feedback and feed forward during lessons/learning.

Teachers will differentiate their planning accordingly to ensure their students are receiving targeted, explicit teaching.

Planning will be reflected upon and improvements made based on both summative and formative assessment data/information.

Early Words programme will be in place to support 'word recognition' and 'letter sound/blends'.

Having the essential word spelling lists used consistently across the school will support reading.

There are/will be more robust assessment practices in place that will assist and ensure all levels of learning and teaching are accurate, and targeted at acceleration and progress.

Teachers/Staff will share evidence of 'effective practice', 'progress', 'acceleration' with each other in teams/whole school.

Observations will be completed with timely feedback and feed forward.

Team Leaders will visually display their teams reading data in the Team Leaders office. They will use this to track their students achievement throughout the year. This information will be used to have conversations from that will celebrate successes and question any lack of progress.

ETap professional development will support teachers in knowing how to navigate their way around the Student Management System. Inputting data and extracting data from ETap will support next teaching and learning steps, and will help teachers reflect on their teaching practices and their students needs, which will in turn support progress.

Whole school whanau hui will provide a platform/opportunity for families to learn how to teach and support reading from the home environment. Resources will be given to whanau so they can use these notes/strategies/tools to support their children from home.