



**Somerset Crescent School**

*“Raising the Bar”*

**Charter 2018**

## 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 Rangitaane, 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 51% Maori, 24% Pacific Island, 2% Asian, 0.4% African, 0.4% Indian and 22% European. This is exciting as this enables us to collaborate and recognise our strong cultural heritages. One way we accomplish this is through our Performing Arts programme. We celebrate our cultures and talents through Hau Pihī, Pasifika Pride, Ukulele, Jump Jam, Recorder, Folk Dancing and Choir.

### 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 & Practices), Mathematics - Bobby Hunter, Learner Agency, John Hattie - Visible Learning (Learning Intentions & Success Criteria), Relationships (Informal Learning), 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: 13 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.

The school is a Positive Behaviour for Learning school (PB4L). Our U-ROCK school values model = Respect, Onto-it Behaviour, Cooperation, and Kindness which underpins and supports all our teaching and learning. Our school-wide philosophy and teaching practice beliefs aims 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.

Other features of the school are its special programmes which include ESOL, Literacy support, Reading and Mathematics support, Enrichment & Extension support, Perceptual Motor Programmes, 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, 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 teacher resource rooms and an art storage room. 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 Term 1 and Term 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

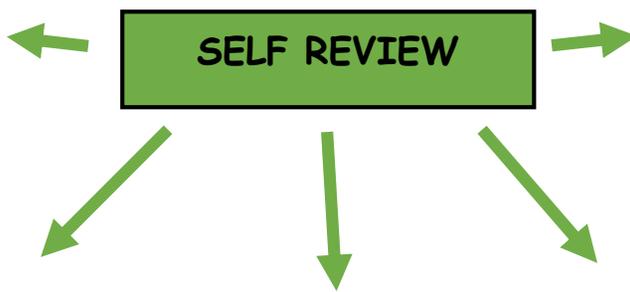
- Monthly reports from the Principal, DP, teachers with responsibilities, in accordance with the strategic/annual plan goals, with a focus on raising student achievement.
- Reporting and consultation with the community
- Yearly cycle of annual plans, reports, analysis of variance.

## 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



## EDUCATIONAL COMMUNITY

- Whanau Hui - Learning Focus
- Observe in other schools
- Share ideas, information and best practice
- COL - Community of Learners

## STUDENT

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

## STAFF

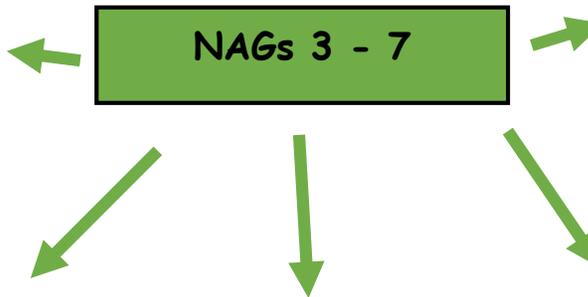
- Through teacher inquiries set explicit goals based on data and formative assessment.
- Timely planned reflection and sharing of best practice through team, staff meetings, and in collaboration with other schools.
- On-going reflection/review of current goals and directions.
- On-going formative and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

### 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 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

### 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

## 2018 Charter Priority Learners **READING** Goal

*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**

Build teacher capability in teaching reading.

Focus on raising student achievement for our Priority Learners (Maori below in reading, Pasifika below in reading, students with special needs, students from low socio-economic families).

Encourage community/whanau participation in student learning.

### **BASELINE DATA**

Analysis of school wide reading data at the end of 2017 identified some concerns about the students in Year 1.

These students are now Year 2 in 2018.

In this cohort there are 15 students who are below in reading.

To support these learners there will continue to be ongoing, effective professional development in literacy for staff. There will be robust assessment practices in place that will assist and ensure all levels of learning and teaching are accurate, and targeted at acceleration and progress.

Teacher Inquiries will improve practices and therefore the delivery of programmes.

Classroom programmes and systems will be well established and reflected upon regularly. These programmes will be balanced and taught each day.

## READING TARGET

In 2018 in our Year 2 cohort there are 15 students who are below.

Of these 15 students, 7 are Maori.

Of these 15 students, 6 are Pasifika.

Of the 15 students, 1 is Asian.

Of these 15 students, 1 is European.

**We expect that all of these students will make accelerated progress in 2018. This means that these students will be at or above in reading by the end of the year.**

## ACTIONS THAT SUPPORT THE AIMS & GOALS

Monitor these students expecting accelerated progress.

Analyse their individual needs.

All staff members to target these students linking with their online appraisal (teacher performance/teacher inquiry).

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

Consistent and regular daily teaching of phonics and spelling.

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

Observation of focused teaching will provide feedback and feedforward.

Team Leaders display visual monitoring charts (from SMS eTap) to use as progress indicators and from which professional discussion and dialogue can occur (reflection, self-review, differentiation).

Continuation of Daily Five.

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.

STEPS & Lexia programmes.

Essential Word Lists - consistent spelling assessment across the school.

Communicate regularly with whanau - Whanau Hui (Reading/Literacy Professional Development).

Resources for families to use at home.

## 2018 Charter Priority Learners WRITING Goal

*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

Build teacher capability in teaching writing.

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

Encourage community/whanau participation in student learning.

### BASELINE DATA

Analysis of school wide writing data at the end of 2017 identified some concerns about the students who were below in Year 3 & Year 5.

These students are now Year 4 & Year 6 in 2018.

To support these learners there will continue to be ongoing, effective professional development in literacy for staff. There will be robust assessment practices in place that will assist and ensure all levels of learning and teaching are accurate, and targeted at acceleration and progress.

Teacher Inquiries will improve practices and therefore the delivery of programmes.

Classroom programmes and systems will be well established and reflected upon regularly. These programmes will be balanced and taught each day.

## WRITING TARGET - YEAR 4

In 2018 in our Year 4 cohort there are 18 students who are below.

Of these 18 students, 8 are Maori.

Of these 18 students, 7 are Pasifika.

Of these 18 students, 3 are European.

**We expect that all of these students will make accelerated progress in 2018. This means that these students will be at or above in writing by the end of the year.**

## ACTIONS THAT SUPPORT THE AIMS & GOALS

All staff members to target these students linking with their online appraisal (teacher performance/teacher inquiry).

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

Consistent and regular daily teaching of phonics and spelling.

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

Observation of focused teaching will provide feedback and feedforward.

Team Leaders display visual monitoring charts (from SMS eTap) to use as progress indicators and from which professional discussion and dialogue can occur (reflection, self-review, differentiation).

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.

STEPS & Lexia programmes.

Essential Word Lists - consistent spelling assessment across the school.

Communicate regularly with whanau - Whanau Hui (Reading/Literacy Professional Development).

Resources for families to use at home.

Targeted PD in writing delivered by Liz Hansen (RTLit)

Targeted PD in writing delivered by Stephen Graeme.

## WRITING TARGET - YEAR 6

In 2018 in our Year 6 cohort there are 17 students who are below.

Of these 17 students, 7 are Maori.

Of these 17 students, 5 are Pasifika.

Of these 17 students, 5 are European.

**We expect that all of these students will make accelerated progress in 2018. This means that these students will be at or above in writing by the end of the year.**

## ACTIONS THAT SUPPORT THE AIMS & GOALS

All staff members to target these students linking with their online appraisal (teacher performance/teacher inquiry).

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

Consistent and regular daily teaching of phonics and spelling.

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

Observation of focused teaching will provide feedback and feedforward.

Team Leaders display visual monitoring charts (from SMS eTap) to use as progress indicators and from which professional discussion and dialogue can occur (reflection, self-review, differentiation).

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.

STEPS & Lexia programme.

Essential Word Lists - consistent spelling assessment across the school.

Communicate regularly with whanau - Whanau Hui (Reading/Literacy Professional Development).

Resources for families to use at home.

Targeted PD in writing delivered by Liz Hansen (RTLit)

Targeted PD in writing delivered by Stephen Graeme.

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

*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.***

	2018	2019	2020
<b><i>SOUND CURRICULUM KNOWLEDGE</i></b>	<ul style="list-style-type: none"> <li>• Staff will <b><u>develop</u></b> sound knowledge of all curriculum areas.</li> <li>• Staff will <b><u>begin</u></b> to use this knowledge and teach across the NZ Curriculum with confidence.</li> <li>• Teachers will <b><u>begin</u></b> to explicitly plan and prepare purposeful, differentiated lessons to meet the needs of all their learners.</li> <li>• Student achievement will <b><u>begin</u></b> to be shared with whanau through Student Led Conferences, formal written reports and informal conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will <b><u>continue to develop</u></b> sound knowledge of all curriculum areas.</li> <li>• Staff will <b><u>continue</u></b> to use this knowledge and teach across the NZ Curriculum with confidence.</li> <li>• Teachers will <b><u>continue to explicitly</u></b> plan and prepare purposeful, differentiated lessons to meet the needs of all their learners.</li> <li>• Student achievement will <b><u>continue to be</u></b> shared with whanau through Student Led Conferences, formal written reports and informal conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will <b><u>have and use</u></b> sound knowledge of all curriculum areas.</li> <li>• Staff <b><u>will</u></b> use this knowledge and teach across the NZ Curriculum with confidence.</li> <li>• Teachers <b><u>will</u></b> plan and prepare purposeful, differentiated lessons to meet the needs of all their learners.</li> <li>• Student achievement <b><u>will</u></b> shared with whanau through Student Led Conferences, formal written reports and informal conversations.</li> </ul>

## TEACHER INQUIRY

- |  |   |   |   |
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|  | <ul style="list-style-type: none"><li>• Teacher Inquiry will <b><u>begin</u></b> to improve teachers own practice.</li><li>• Each teacher will have a teacher inquiry that will <b><u>begin</u></b> to improve outcomes for learners.</li><li>• Evidence of learner progress will <b><u>begin</u></b> to be collected and analysed throughout the year to drive next steps for teacher inquiry.</li><li>• We will <b><u>begin</u></b> to use the 'Spiral of Inquiry' model to guide the teacher inquiry process.</li><li>• Time <b><u>will</u></b> be given in team meetings and staff meetings for professional conversation, reflection and professional development.</li></ul> | <ul style="list-style-type: none"><li>• Teacher Inquiry will <b><u>continue to</u></b> improve teachers own practice.</li><li>• Each teacher will have a teacher inquiry that will <b><u>continue to</u></b> improve outcomes for learners.</li><li>• Evidence of learner progress will <b><u>continue to</u></b> be collected and analysed throughout the year to drive next steps for teacher inquiry.</li><li>• We will <b><u>continue to</u></b> use the 'Spiral of Inquiry' model to guide the teacher inquiry process.</li><li>• Time will <b><u>continue to</u></b> be given in team meetings and staff meetings for professional conversation, reflection and professional development.</li></ul> | <ul style="list-style-type: none"><li>• Teacher Inquiry <b><u>will</u></b> improve teachers own practice.</li><li>• Each teacher will have a teacher inquiry that <b><u>will</u></b> improve outcomes for learners.</li><li>• Evidence of learner progress <b><u>will</u></b> be collected and analysed throughout the year to drive next steps for teacher inquiry.</li><li>• We <b><u>will</u></b> use the 'Spiral of Inquiry' model to guide the teacher inquiry process.</li><li>• Time <b><u>will</u></b> be given in team meetings and staff meetings for professional conversation, reflection and professional development.</li></ul> |
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<p><b>LEARNER AGENCY</b></p>	<ul style="list-style-type: none"> <li>• Through Learner Agency, our students will <b><u>begin</u></b> to understand and drive their learning.</li> <li>• Students will <b><u>begin</u></b> to know where they are working at and what they need to learn to progress and achieve their learning goals.</li> <li>• Teachers will <b><u>begin</u></b> to use learning intentions and success criteria so that learning journeys are visible for all students.</li> <li>• Teachers will <b><u>begin</u></b> to provide effective feedback and conference with students around their learning goals.</li> <li>• Students will <b><u>begin</u></b> to share their learning with whanau through Student Led Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Through Learner Agency, our students will <b><u>continue</u></b> to understand and drive their learning.</li> <li>• Students will <b><u>continue</u></b> to learn to know where they are working at and what they need to learn to progress and achieve their learning goals.</li> <li>• Teachers will <b><u>continue</u></b> to use learning intentions and success criteria so that learning journeys are visible for all students.</li> <li>• Teachers will <b><u>continue</u></b> to provide effective feedback and conference with students around their learning goals.</li> </ul> <p>Students will <b><u>continue</u></b> to share their learning with whanau through Student Led</p>	<ul style="list-style-type: none"> <li>• Through Learner Agency, our students <b><u>will</u></b> understand and drive their learning.</li> <li>• Students <b><u>will</u></b> know where they are working at and what they need to learn to progress and achieve their learning goals.</li> <li>• Teachers <b><u>will</u></b> use learning intentions and success criteria so that learning journeys are visible for all students.</li> <li>• Teachers <b><u>will</u></b> provide effective feedback and conference with students around their learning goals.</li> <li>• Students <b><u>will</u></b> share their learning with whanau through Student Led Conferences</li> </ul>
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