



**Somerset Crescent School**

*“Raising the Bar”*

**Charter 2016**



## ***Mission statement***

At Somerset Crescent School we work towards  
achieving our dreams!

We are

“Raising the Bar!”



## ***Values statement***

Through:

- 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.



Somerset Crescent School  
"Raising the Bar"

## **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**

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, a Samoan language nest, a kohanga reo and other pre-schools in the 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 the RTLB and Group 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, some run by the school and some by the sports clubs.

Highbury is comprised of a wide cross-section of people coming from a mixture of housing types. 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 50% Maori, 32% Pacific Island and 16% Pakeha/ European. This is an exciting mix which enables us to have a strong cultural and performing arts factor. We have performing arts groups, Hau Pihī Kapahaka Group, Pasifika Pride, ukulele, Jump Jam, drama and a junior music group.

## **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, maths, health & P.E 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: 11 classroom teachers with the DP 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 Positive Behaviour for learning school and is based on the U-ROCK school values of respect, cooperation, kindness and onto-it behaviour. Our school-wide philosophy aims to help children become life-long learners, and we emphasise the teaching of self-management skills. There is a strong focus on student goal setting, individualised learning, and achievement. We report to parents frequently in several different ways.

Other features of the school are its special programmes which include ESOL, literacy support, Reading and mathematics support, Reading Recovery, enrichment & extension support, Perceptual Motor Programme, Junior Discovery programme, leadership training for senior students, Big Brother Big sister programme, as well as projects linked to 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. 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 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 ICT technician to keep equipment 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 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 community, as part of the regular review cycle.

Consultation includes:

- Weekly newsletters/ website/ Facebook/Team Facebook
- Informal meetings and discussions
- Maori and Pasifika consultation and questionnaires
- Community surveys
- Whanau meetings
- Three way 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.

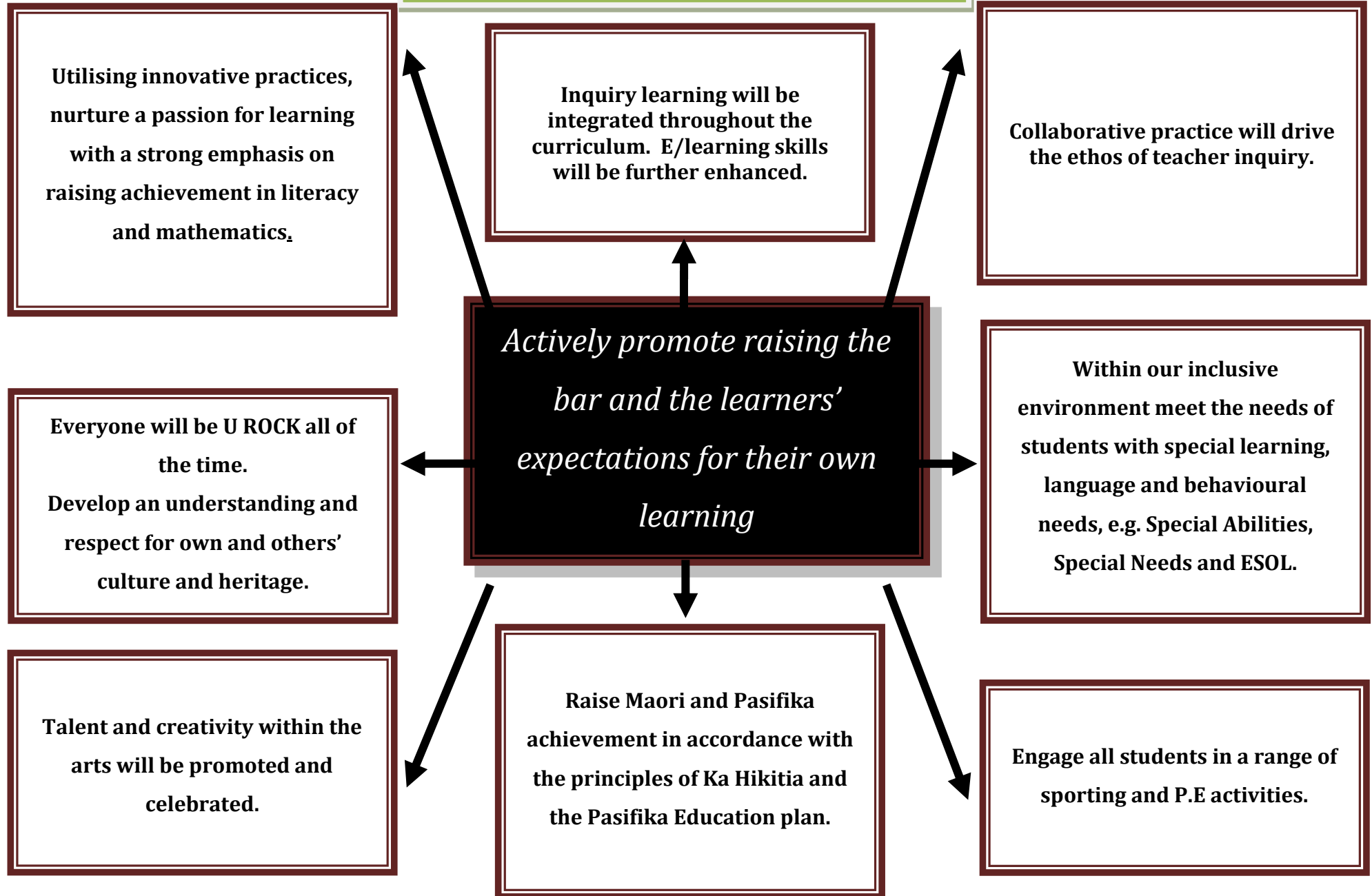
5. Gathering information which can be used to meet the learning needs of our Maori students and raise achievement will be demonstrated by;

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 community.

**Strategic Goals for raising School wide achievement**



## Student

- Formative assessment will be used for students to take ownership of their own learning
- Three way conferences – initial goal setting and mid-year feedback to parents on progress
- Formal review through written reporting process against the National Standards expectations
- Summative written report at the end of the year

## Staff

- Through teacher inquiry set goals, directions, strategies ( class team, school) to achieve these
- Critical reflection and sharing of best practice through, team, staff meetings, the web and other schools
- On-going reflection/ review of current goals and direction
- On-going formative and summative assessment, reflection and feedback on student achievement

## SELF REVIEW

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graph TD; SR[SELF REVIEW] --> Student; SR --> Staff; SR --> Leadership; SR --> EC[Educational Community];
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## 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.

## Educational Community

- Observe in other schools
- Share ideas, information and best practice

## 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 etc.

### **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 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

### **NAGs 3-7**

### **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

	2016	2017	2018
<p><b>Utilising innovative practices, nurture a passion for learning with a strong emphasis on raising achievement in literacy and mathematics</b></p>	<p>Sustain best practice in the teaching of mathematics.</p> <p>Build teacher capability in the identified areas of need for the teaching of writing.</p> <p>Raise the profile of reading for enjoyment and the role of our school library.</p> <p>Introduction of Daily 5 into the Reading programme</p> <p>Focus on raising Maori and Pasifika achievement.</p> <p>Increased number of students in reading, written language 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 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 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>

**Everyone will be U ROCK all of the time.**

**Develop an understanding and respect for own and others' culture and heritage.**

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.

PB4L / U-ROCK and the Key competencies embedded into daily teaching practice.

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.

Specific development of student voice and leadership within our community.

Regularly celebrate and affirm the U ROCK values.

Establish a school wide system to support students who are at tier 2.

Sharing of knowledge of own culture.

Individuals have an understanding of their own culture and respect for other's culture.

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.

The values of U-ROCK are embedded into the culture of the school.

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Specific development of student voice and leadership within our community.

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Maintain the school wide system that supports students who are at tier 2.

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<p><b>Collaborative practice will drive the ethos of teacher inquiry.</b></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>
<p><b>Inquiry learning will be integrated throughout the curriculum. E/learning skills will be further enhanced.</b></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><b>Raise Maori/ Pasifika achievement in accordance with the principles of Ka Hikitia and the Pasifika Education plan.</b></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><b>Talent and creativity within the arts will be promoted and celebrated.</b></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>

<p><b>Engage all students in a range of sporting and P.E activities.</b></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 Somerset Crescent School in our community Parental involvement with coaching and team management</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 Somerset Crescent School in our community</p> <p>Parental involvement with coaching and team management.</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 Somerset Crescent School in our community Parental involvement with coaching and team management</p>
<p><b>Within our inclusive environment meet the needs of students with special learning, language and behavioural needs, e.g. Special Abilities, Special Needs and ESOL.</b></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>

## LITERACY

## MATHEMATICS

### STRATEGIC GOAL

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 mathematics, in particular numeracy.

Focus on raising Maori and Pasifika achievement.

Increased number of students in reading and mathematics meeting National Standards expectations.

Community/ whanau participation encouraged in children's learning

### LITERACY - 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.

### NUMERACY - Annual aims

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

### BASELINE DATA

- Analysis of schoolwide reading data at the end of 2015 identified some concerns about the students at the end of Year 1. This cohort showed that after a year at school 78% (28) students were working below and well below the National Standards level.
- Analysis of this data shows us that 80% (16) Maori students are working below or well below National Standards level and 88% (7) Pasifika students are working below or well below.
- Further analysis of data showed that 38% (17) students after two years at school were below or well below. From this group 40% (10) students were Maori and 46% (6) were of Pasifika

### BASELINE DATA

- Analysis of school wide data at the end of 2015 identified concerns with our students after 3 years at school and 5 years at school.
- 50% (18) of students after 3 years at school, and 44% (11) of students after 5 years at school, were working below or well below the National Standard for Mathematics.
- Further analysis of this data showed that for Year 3 - 50% (10) of those students were Maori and 57% (4) were Pasifika working below or well below.
- Year 5 - 44% (7) were Maori and 15% (5) were Pasifika working below or well below.

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- Some areas of need have been identified for the up-skilling of teachers this year through professional development around Reading. This includes establishing management systems in classes to work with groups around reading that will more readily facilitate meeting targeted needs.
- A balanced reading programme must be taught each day.
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- The data shows that there is a need to build the students understanding of how mathematical number and non -number concepts are linked.

### LIERACY TARGET

- In the 2016 year 2 cohort, 50% (18) of all students are below. 55% (11) Maori students and 38% (3) Pasifika students are working below.

**All of these students will make accelerated progress in 2016. This means that these students will be at or above the expected National Standard by the end of the year.**

- Our 2016 year 3 cohort also shows that 33% (15) year 3 students are below. 32% (8) Maori and 46% (6) Pasifika are below.

**All of these students will make accelerated progress in 2016. This means that these students will be at or above the expected National Standard by the end of the year.**

### MATHEMATICS TARGET

- In the 2016 Year 4 cohort, 36% (13) all students -40% (8) Maori students and 14% (1) Pasifika students are working below.

**All these students will make accelerated progress in 2016 and this means that overall student progress will be greater than would be expected for 1 year.**

- In the 2016 Year 6 cohort, 32% (11) all students -31% (5) Maori students and 36% (4) Pasifika students are working below.

**All these students will make accelerated progress in 2016 and this means that overall student progress will be greater than would be expected for 1 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 and management process and their

### ACTION

- Analyse their individual needs
- All staff members to prepare action plans that highlight the individual needs of the students and/or target groups to link with their teacher performance and management process and their teacher inquiry.
- Expectations set for each target group, in accordance with the

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 feed forward.
- Team leaders will drive a monitoring system twice a term to ensure focus of accelerated and constant organisation of their target groups.
- Implementation of Daily Five.
- ALL programme
- Targeted support groups/Reading Recovery.
- ESOL children to receive extra in class support with their Teacher Aides working through reading programmes.
- Children on the Early Words programme.
- Communicate regularly with whanau.

OTJ's (well below-below) and (below-at).

- Working with the Te Toi Tupu Maths Advisor to develop teachers understanding and implementation of best practice in the teaching of Mathematics.
- Consistent and regular daily teaching of mathematics throughout the school.
- Team collaboration for support in sharing and planning mathematics activities and setting goals and expectations.
- Team Leaders will drive a monitoring system twice a term to ensure focus of acceleration and constant organisation of their target groups.
- In-class support and supplementary programmes aligned with our goals.
- Observations of focussed teaching by team members with feedback and feed forward.
- Communicate regularly with whanau