

COLEY STREET SCHOOL CHARTER 2018



'Always Our Best'

Mission Statement: At Coley Street School we aim to provide all children with the values, attitudes, and skills for powerful lifelong learning.

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OUR COLLECTIVE VISION AND SCHOOL CULTURE

'Always Our Best'

MISSION STATEMENT

At Coley Street School we aim to provide all children with the values, attitudes, and skills for powerful lifelong learning.

OUR GUIDING PRINCIPLES

At Coley Street School we uphold the beliefs of our learning community by;

- Identifying and focusing on teaching and learning best practice for maori/Pasifika/Priority learners
- Demonstrating the values of Caring, Pride, Striving and Thinking all built on Trust
- Celebrating the pursuit of excellence in academic, sporting and cultural activities
- Children inquiring into authentic contexts by asking questions, exploring possibilities and problem solving
- Encouraging children to be curious, creative and imaginative thinkers who take risks, accept challenges and learn from mistakes
- Enabling children to achieve personal excellence in all learning, through effort, perseverance and the pursuit of foundation knowledge
- Embedding ICT into the daily programme which enhances students engagement and learning
- Empowering teachers to be practitioners of best practice, supported by effective systems, resources and professional learning

Our learning community is supported by an environment which;

- Provides a secure physical and emotional context for learning
- Celebrates the bicultural identity of our school community, and develops Whanau Ora within our school and wider community
- Provides a welcoming and inclusive environment with a genuine open door policy
- Utilising the local communities partnerships and resources to support 'learning and change'

Our Aim is to Develop ...Learners who understand and display

Striving

Achiever
Risk Taker
Courageous
Goal Setter
Committed
Excellence
Inquiring

Confident
Determined
Persistent
Purposeful
Curious
Innovation
Participate

Caring

Friendly
Compassionate
Considerate
Respectful
Celebrate Diversity
Environment

Supportive
Tolerant
Loyal
Polite
Sense of Community

Proud

Honesty
Truthful
Self-Disciplined

Trustworthy
Honourable
Responsible

Thinking

De Bonos
Blooms
Kipling's seven servants

Solo Taxonomy
Graphic Organisers

In order to develop each area of the heart of the Coley Kid, each person must be able to manage themselves, relate to others, think, use language, symbols and texts, participate & contribute, (the NZC Key Competencies).

Strategic Plan 2018 - 2020

STRATEGIC AIM	2018	2019	2020
<p>1. To support the achievement of all students around the priority learning areas of Reading, Writing and Maths, in relation to the New Zealand Curriculum.</p> <p>Note – ‘Expectation’ means NZ Curriculum expectation</p>	1.1 Annual targets set based on the analysis of a range of data	1.1 Annual targets set based on analysis of a range of data	1.1 Annual targets set based on analysis of a range of data
	1.2 Priority Learners showing accelerated progress as a result of CAP and RAP	1.2 Priority Learners showing accelerated progress	1.2 COL's priority learners showing accelerated progress
	1.3 Ongoing collaboration in the local schools	1.3 COL's well established	1.3 Established PLD strategies within the COL
	1.4 Maori learners will achieve as Maori	1.4 Maori Learners achieving alongside Non - Maori	1.4 Maori Learners achieving alongside Non - Maori
	1.5 Effective community partnerships will be evident	1.5 COL's well established	1.5 COL wide accelerated progress
	1.6 Curriculum review will continue	1.6 Curriculum Review ongoing	1.6 Curriculum Review ongoing
<p>2. To ensure we provide an environment where our school community can be activity engaged in their tamariki teaching and learning.</p>	2.1 Regular whanau participation in teaching and learning programme	2.1 Students achieving as a result of whanau engagement	2.1 COL wide strategies for ongoing whanau engagement
	2.2 Student led showcase evenings each term	2.2 100% percent engagement by whanau	2.3 whanau led education events
	2.3 3 yearly consultation sessions for charter review	2.3 Charter reflects community aspirations	2.3 charter reflects COL aspirations
	2.4 Te Awahou Protocols well established	2.4 students know and understand Te Awahou Protocols	2.4 COL led strategies and protocols
	2.5 Digital technology available to every home	2.5 One on one digital device available to all homes	2.5 Whanau engagement in digital learning
<p>3. To ensure our school wide behaviour management system (PB4L) fosters an environment where tamariki develop the ability to make positive choices that lead to social and academic success supported by whanau.</p>	3.1 student achievement shows accelerated progress towards the expected curriculum level	3.1 Majority of students achieving at expectation	3.1 Majority of students achieving at expectation
	3.2 PB4L part of everyday whanau language	3.2 High levels of student achievement and appropriate behaviour	3.2 Flagship school in PB4L

	3.3 PB4L provides the environment for student achievement	3.3 Clear links between behaviour and student achievement	3.3 Clear links between behaviour and student achievement
	3.4 Restorative practice is embedded	3.4 Restorative Practice evident	3.4 Restorative Practice evident
	3.5 All signage and documentation meets PB4L standards	3.5 Tier 3 Practice evident	3.5 Tier 3 practice established
	3.6 Ongoing review of PB4L systems	3.6 Ongoing review of PB4L systems	3.6 Ongoing review of PB4L systems
4. To ensure Coley Street School is effectively governed by a Board of Trustees that supports the achievement of all students by providing quality resources and facilities.	4.1 A Charter that reflects the needs and aspirations of the community	4.1 A charter that reflects the needs and aspirations of the community	4.1 A charter that reflects the needs and aspirations of the COI and community
	4.2 Induction programmes for new BOT members	4.2 A well informed and knowledgeable BOT	4.3 Ongoing PLD for BOT
	4.3 consolidated and ongoing self - review	4.3 consolidated and ongoing self - review	4.3 consolidated and ongoing self - review
	4.4 BOT will use achievement data to make strategic decisions	4.4 BOT will use achievement data to make strategic decisions	4.4 Ongoing use of achievement data to make strategic decisions
	4.5 2018 – 2020 Charter will be reviewed	4.5 2018 – 2020 Charter will be reviewed	4.5 Ongoing charter review
	4.6 The BOT will provide a safe physical and emotional environment for all	4.6 The BOT will provide a safe physical and emotional environment for all	4.6 The BOT will provide a safe physical and emotional environment for all



ANNUAL PLAN 2018

STRATEGIC AIM ONE

To support the achievement of all students, around the priority learning areas of Reading, Writing and Mathematics, in relation to the New Zealand Curriculum.

Note- 'Expectation' means National Standard expectation

BASELINE DATA (based on 2017 data):

Reading

- The aim in reading was to shift 75 % of identified Maori students at least 1 level on the national standard 4 point scale. All Maori students that were target students were identified by name and according to strengths , weaknesses, interests and tiers of intervention

Writing

- The aim in writing was to shift 75% of identified Maori at least 1 level on the national standard 4 point scale. All Maori students that were target students were identified by name and according to strengths, weaknesses, interests and tiers of intervention.

Mathematics

- We did not have a target in maths although we also had some significant shifts in progress which have been identified in our AOV commentary.

Annual Targets for Reading, Writing and mathematics: (for 2018)

Reading

- **The aim in reading is to shift 80% of the identified target students to the expected curriculum level.**

•Writing

- **The aim in writing is to shift 80% of the identified target students to the expected curriculum level.**

•Maths

No target

- All planning and moderation will be completed using the PaCT Tool and E asstle assessment tools.

STRATEGIC AIM ONE

To support the achievement of all students around the priority learning areas of reading, writing and maths in relation to the New Zealand Curriculum.

AIM 1 TARGETS FOR 2018	Actions to achieve targets	Led By	Budget	Timeframe
1.1 Annual targets set based on the analysis of a range of data in reading, writing and maths	Data will be collated and analysed term 4 to set new targets for 2019	Principal / BOT		Mid February
1.2 Priority learners (Maori students) will be identified and appropriate intervention programmes implemented incorporating whanau and school	Regular engagement of student / whanau and school to communicate and share student learning	Principal / Staff/ BOT	\$20,000 PLD \$1,500 Community engagement	By end of 2018
1.3 On-going PLD with best practice strategies in teaching and learning consolidated and sustainable	Community of Learning, PB4L, literacy, Pact Tool, Reading Together	Principal / staff / outside facilitators		ongoing
1.4 Established School wide teaching and learning strategies will be evidenced by school wide engagement and student achievement	MLE will be evident with collaborative teaching and learning and modern physical environments	Principal / senior management / staff BOT	\$250,000 5YA \$12,000 furniture	Ongoing in 2018
1.5 Student / teacher / whanau partnerships will be evident with strong levels of shared learning and communication	Range of communication formats used with newsletter, face book, website, txt messaging, face to face and school events	Principal / staff	\$1,500.00 community engagement	Ongoing
1.6 Curriculum review and implementation will continue	New Coley Curriculum will be implemented and reviewed	Principal /Deputy Principal / staff		Throughout 2018

STRATEGIC AIM TWO

To ensure we provide an environment where our school community can be actively engaged in the tamariki's teaching and learning.

AIM 2 TARGETS FOR 2018	Actions to achieve targets	Led By	Budget	Timeframe
2.1 Whanau will play an active role in teaching and learning programme	Offering opportunities for whanau engagement in teaching and learning programmes	Principal / BOT / Staff	\$1,500.00 community engagement \$4,000.00 hospitality	ongoing
2.2 Established protocols for whanau engagement will be evident	Newsletter, facebook, face to face, website, txt messaging, School Docs, local Iwi, powhiri	Principal / staff		ongoing
2.3 Consolidated consultation processes will be established as an aspect of self-review	Regular surveys, questionnaires survey monkey, face to face will be utilised when consulting	BOT / Principal		ongoing
2.4 Student led powhiri and hosting will be a regular event	Student leaders appointed within sport, cultural and academic events to welcome visitors	Principal / staff / lead teacher		ongoing
Established routines for open dialogue between home and school	Schoolwide networks to engage whanau	Principal / staff		ongoing

STRATEGIC AIM THREE

To ensure our school wide behaviour management system (PB4L) fosters and environment where tamariki develop the ability to make positive choices that lead to social and academic success supported by whanau.

BASELINE DATA:

The now established PB4L team are continuously gathering data in relation to playground and in class behaviour. This data and information is being used to inform the direction and changes being made to the school wide behaviour management system.

AIM 3 TARGETS FOR 2018	Actions to achieve targets	Led By	Budget	Timeframe
3.1 School-wide behaviour management system embedded within the school community	Ongoing communication, PLD and tier 2 training	PB4L team / coach	\$7,000	End of term 1
3.2 School community will demonstrate a clear understanding of the school wide behaviour management system	Encouraging whanau / business community to use common PB4L language	PB4L Team		ongoing
3.3 Noticeable progress in student achievement as a result of PB4L system	Target Students making accelerated progress in class throughout 2018	PB4L team		ongoing
3.4 Restorative practice will be an integral aspect of behaviour management	Attending tier 2 training with all staff	PB4L Team		Throughout 2018-19
3.5 Ensure all documentation regarding PB4L is well communicated and evident in the school environment	Ensure school signage is clearly seen and understood and PB4L data shared amongst staff	PB4L team / BOT		End of 2018
3.6 PB4L is an integral aspect of the Coley Street School community	PB4L is slept, eaten and breathed in all school communication	PB4L Team / Principal / BOT		Ongoing

STRATEGIC AIM FOUR

To ensure Coley Street School is effectively governed by a Board of Trustees that supports the achievement of all students by providing quality resources and facilities.

Aim 4 Targets for 2018	Actions to achieve targets	Led By	Budget	Timeframe
4.1 The BOT will continue to consult with the school community to formulate the 2018 – 20 charter	Use data collection tools when appropriate	BOT chairman / principal	\$1,500.00 Community engagement \$4,000 Hospitality	Mid 2018
4.2 The BOT will review the effectiveness of their strategic planning	BOT members to evaluate the effectiveness of meetings	BOT / Principal		End of each year
4.3 The BOT will evaluate the effectiveness of their governance process	BOT members to evaluate the effectiveness of charter	BOT Chairman		End of each year
4.4 The BOT will use the achievement data to make strategic decisions	BOT members will evaluate the effectiveness of annual targets	Principal		End of each year
4.5 The BOT will consult the school community to review the 2018-20 charter	Use survey monkey questionnaires, face to face for consultation	BOT / Principal		Mid 2018
4.6 The BOT will provide a safe physical and emotional environment	All compliance checks completed and on time	BOT / Principal		Ongoing

This charter document is the culmination of newsletter surveys, student, teacher and parent / whanau and community consultation and a Board of Trustees working together for the betterment of the Coley Street School Community.