

COLEY STREET SCHOOL CHARTER 2020



'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.

CONTENTS

- Coley Street School Strategic Plan: 2020 – 2022

ANNUAL PLAN

- Strategic Aim One
- Strategic Aim Two
- Strategic Aim Three
- Strategic Aim Four
- Strategic Aim Five

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 (PB4L)
- Celebrating the pursuit of excellence in academic, sporting and cultural activities
- Children inquiring into authentic and localised 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 student engagement and learning
- Empowering teachers to be practitioners of best practice, supported by effective appraisal systems, Teacher inquiry and reflection, collaboration, professional learning and well resourced learning spaces.

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
- Consults with our Raukawa Iwi and community and establishes local tikanga, protocols, stories, legions and history about significant sites.
- Provides a welcoming and inclusive environment with a genuine open door policy
- Utilising the local community partnerships and resources to support 'learning and change'
- Collaboration in and across schools throughout the Community of Learning

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 'Coley Heart' a 'Coley Kid' must be able to [manage themselves](#), [relate to others](#), [think](#), [use language, symbols and texts](#), [participate & contribute](#), (the NZC Key Competencies).

Strategic Plan 2020 - 2022

STRATEGIC AIM	2020	2021	2022
<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 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 COL's priority learners showing accelerated progress	1.2 Achieving COL targets	1.2 Achieving COL's targets
	1.3 Established PLD strategies within the COL	1.3 Regular collaborative COL PLD	1.3 Ongoing collaborative PLD
	1.4 Maori Learners achieving alongside Non - Maori	1.4 Maori learners at or above national norm	1.4 Ongoing success for Maori
	1.5 COL wide accelerated progress	1.5 Meeting COL student targets	1.5 High functioning community
	1.6 Curriculum Review ongoing	1.6 Curriculum Review ongoing	1.6 Curriculum Review ongoing
<p>2. To ensure we provide an environment where our school community can be actively engaged in their tamariki teaching and learning.</p>	2.1 COL wide strategies for ongoing whanau engagement	2.1 Local Raukawa Education Plan Implemented	2.1 Regular Iwi engagement
	2.2 Whanau led education events	2.2 Local COL and community closely linked	2.3 Integrate localised curriculum
	2.3 Charter reflects COL and Iwi aspirations	2.3 Iwi and community led charter	Established Iwi led protocols
	2.4 COL led strategies and protocols	2.4 Raukawa driven education strategies.	2.5 Teachers familiar with Raukawa protocols and tikanga
	2.5 Whanau engagement in digital learning	2.5 Confident digital learning community	2.5 100% digitally engaged community
<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 Majority of students achieving at expectation	3.1 Meeting student achievement expectations for all established students	3.1 Ongoing induction and reflection
	3.2 Flagship school in PB4L	3.2 High functioning school where student achievement is reflective of health and well - being and behaviour of students	3.2 Ongoing high functioning school
	3.3 Clear links between behaviour and student achievement	3.3 High functioning school	3.3 Ongoing high functioning school
	3.4 Restorative Practice evident	3.4 Tier 3 School	3.4 Ongoing Tier 3 school
	3.5 Tier 3 practice established	3.5 Tier 3 practice consolidated	3.5 Regular induction and refreshing
	3.6 Ongoing review of PB4L systems	3.6 Ongoing review of PB4L systems	3.6 Ongoing review of PB4L systems

<p>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.</p>	<p>4.1 A charter that reflects the needs and aspirations of the COL and community</p>	<p>4.1 COL led BOT</p>	<p>4.1 Localised curriculum</p>
	<p>4.2 Ongoing PLD for BOT</p>	<p>4.2 Succession planned BOT</p>	<p>4.2 High functioning BOT</p>
	<p>4.3 consolidated and ongoing self - review</p>	<p>4.3 Succession planned BOT</p>	<p>4.3 Regular Induction and review</p>
	<p>4.4 Ongoing use of achievement data to make strategic decisions</p>	<p>4.4 Ongoing review of COL achievement data to make strategic decisions</p>	<p>4.4 Ongoing review of COL achievement data to make strategic decisions</p>
	<p>4.5 Ongoing charter review</p>	<p>4.5 COL reviewed charter</p>	<p>4.5 COL reviewed charter</p>
	<p>4.6 The BOT will provide a safe physical and emotional environment for all</p>	<p>4.6 The BOT will provide a safe physical and emotional environment for all</p>	<p>4.6 The BOT will provide a safe physical and emotional environment for all</p>
<p>5.1 To ensure we support the health and well- being of students staff and whanau</p>	<p>5.1 Ongoing analysis of data to identify at risk students</p>	<p>5.1 Explicit teaching based on PB4L data trends</p>	<p>5.1 Healthy high functioning school</p>
	<p>5.2 Fruit in schools, milk in schools, Kids Can, sunsmart and health promoting schools supporting our community</p>	<p>5.2 Ongoing</p>	<p>5.2 Healthy children who are engaged, achieving and aware of their personal health and well being</p>
	<p>5.3 Clear communication and rapid response for children / whanau at risk</p>	<p>5.3 Transparent and smooth links between school and networks</p>	<p>5.3 Transparent and effective support networks</p>
	<p>5.4 Safe and healthy teaching and learning environment</p>	<p>5.4 Happy committed staff and children</p>	<p>5.4 High functioning classrooms</p>
	<p>5.5 Physically and emotionally safe teaching and learning environment</p>	<p>5.5 Ongoing</p>	<p>5.5 Ongoing</p>
	<p>5.6 Students that are digitally aware and proactive around safe practices</p>	<p>5.6 Ongoing</p>	<p>5.6 Ongoing</p>



ANNUAL PLAN 2020

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.

BASELINE DATA (based on 2019 data):

Reading

- Year 2 data shows 11 students who are well below
- Year 5 data shows 11 students who are below
- Year 6 data shows 6 students are below

Writing

- Year 3 data shows 10 students are below
- Year 5 data shows 10 students are below
- Year 6 data shows 7 students are below

Mathematics

- Year 2 shows 10 students are below
- Year 3 shows 14 students are below
- Year 5 data shows 10 students are below

Annual Targets for Reading, Writing and mathematics: (for 2020)

Reading

- Year 3 cohort of 11 students who are well below will be moved to below or at
- Year 6 cohort of 11 students who are below will be moved to at
- Year 7 cohort of 6 students will be moved to at

Writing

- Year 4 cohort of 10 students who are below will be moved to at
- Year 6 cohort of 10 students who are below will be moved to at
- Year 7 cohort of 7 students who are below will be moved to at

Maths

- Year 3 cohort of 10 students who are below will be moved to at
- Year 4 cohort of 14 students who are below will be moved to at
- Year 6 cohort of 10 students who are below will be moved to at

All planning and moderation will be completed using the PaCT Tool and E asttle assessment tools in middle / senior school and running records and JAM at junior school.

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 2020	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 2021	Principal / BOT	Curriculum budget supports this aspect	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. COL strategies implemented for target students	Principal / Staff/ BOT	\$15,000 PLD \$1,500 Community engagement	By end of 2020
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, Te Ao Maori	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 2020
1.5 Student / teacher / whanau partnerships will be evident with strong levels of shared learning and communication	Range of communication formats used with newsletter, facebook, 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	Coley localised Curriculum will be aligned with COL targets	Principal /Deputy Principal / staff		Throughout 2020

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 2020	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 lwi, powhiri	Principal / staff	ongoing	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 in and across schools.	BOT / Principal	ongoing	ongoing
2.4 Student led powhiri and hosting will be a regular event	Student leaders appointed within academic, cultural and sporting events with student voice evident	Principal / staff / lead teacher	ongoing	ongoing
2.5 Established routines for open dialogue between home and school	In school and across school networks to engage whanau	Principal / staff	ongoing	ongoing

STRATEGIC AIM THREE

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.

BASELINE DATA:

The established PB4L team are continuously gathering data in relation to play ground 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 2020	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 / 3 training	PB4L team / coach	\$5,000	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	Students making accelerated progress in class throughout 2020 as a result of engaged children	PB4L team		ongoing
3.4 Restorative practice will be an integral aspect of behaviour management	Attending tier 2 / 3 training with all staff	PB4L Team		Throughout 2020-21
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 and students	PB4L team / BOT		End of 2020
3.6 PB4L is an integral aspect of the Coley Street School community	PB4L is fully integrated across 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 2020	Actions to achieve targets	Led By	Budget	Timeframe
4.1 The BOT will continue to consult with the school community to formulate the 2020 – 22 charter	Use data collection tools when appropriate	BOT chairman / principal	\$1,500.00 Community engagement \$4,000 Hospitality	Mid 2020
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 with the school community to review the 2020 - 22 charter	Use survey monkey questionnaires, face to face for consultation	BOT / Principal		Mid 2020
4.6 The BOT will provide a safe physical and emotional environment	All compliance checks completed on time and policies and procedures updated with 'SCHOOL DOCS'	BOT / Principal		Ongoing

STRATEGIC AIM FIVE

To ensure we support the health and well being of students, staff and whanau

Aim 5 Targets for 2020	Actions to achieve targets	Led By	Budget	Timeframe
5.1 To analyse PB4L data and identify behavioural patterns	PB4L data facilitator regularly updates staff on trends and issues	Facilitator	\$5,000	Fortnightly
5.2 Through support programmes there will be a focus on health and well being for our community	Ensure 'fruit in schools' 'milk in schools' 'Kids Can' sunsmart and health promoting schools are ongoing	Principal / Health coordinator		Ongoing
5.3 Through the school support networks ensure the required support for whanau is available	Ensure Senco's communication and networking is timely and effective	Principal / SENCO		Ongoing
5.4 Ensure policies and procedures are in place for staff well being	Regular update of School Docs policies	BOT Principal		Ongoing
5.5 To ensure physical and emotional safety is a priority	Regular update of School Docs policies and transparent communication with staff and community	BOT / Principal		Ongoing
5.6 Policies and procedures in place for safe use of digital technology	Annual Digital Technology contract signed	ICT coordinator / 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.

