

COLEY STREET SCHOOL CHARTER 2022



'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 (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 through Manaikalani into the daily programme which enhances student engagement and learning through the Learn, Create, Share model
- Empowering teachers to be practitioners of best practice, supported by effective professional growth cycles 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, legends 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 a localised curriculum and collaboration in and across schools throughout the Community of Learning

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

Striving

Achiever	Confident
Risk Taker	Determined
Courageous	Persistent
Goal Setter	Purposeful
Committed	Curious
Excellence	Innovation
Inquiring	Participate

Caring

Friendly	Supportive
Compassionate	Tolerant
Considerate	Loyal
Respectful	Polite
Celebrate Diversity	Sense of Community
Environment	

Proud

Honesty	Trustworthy
Truthful	Honourable
Self-Disciplined	Responsible

Thinking

De Bonos	Solo Taxonomy
Blooms	Graphic Organisers
Kipling's seven servants	

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).

CULTURAL DIVERSITY

BACKGROUND

Coley Street School's student roll is 54% Maori and 45% European and 1% other. Many of the children have affiliation to three local Marae, Poutu, Motuiti and Paranui and the school has established relationships with these Marae. Consultation has been carried out with both the school whanau and the local Iwi. However the school has high expectations for all students in terms of achievement and will continue to monitor Maori / Pacifica / priority learners to ensure their learning success through Kere Kere COL data monitoring.

PURPOSE

- To maintain on-going relationships and consult regularly with the Raukawa Iwi and Whanau to ensure parental and community expectations are understood and responded to
- To involve the Whanau and local Iwi/Hapu in the life of the school
- To monitor and further the achievement of Maori / Pacifica students
- To provide for teaching of Tikanga / Protocols and Te Reo Maori through support from Raukawa

PRINCIPLES

- The school will be responsive to the Maori Community
- The Maori community will be represented on the Board of Trustees
- All students and staff will have opportunities to understand and respect Tikanga Maori and speak basic reo
- Opportunities will be available for students to be taught in Te Reo Maori
- The school will have high expectations for Maori student achievement and monitor their progress
- Staff will engage in professional development through Raukawa and Resource teacher of Maori

GUIDELINES

The school takes responsibility for initiating and maintaining processes of consultation:

- Being whanau friendly by maintaining a genuine open door policy
- Regular liaison through Kaiawhina and social worker with the school families
- Visits to local Marae
- Meeting with local Iwi
- Home visits by Management Team
- Attendance at community Tangi
- Utilising a range of communication mediums including face to face contact

Involving the Maori community in the life of the school through:

- School hangi
- Kapa Haka Group
- Sports and Cultural Exchanges
- School Assemblies
- Powhiri/Poroporoaki
- Consultation on curriculum
- Education / Report evenings
- School Prize Giving
- Role models
- School teaching and learning programme
- Localised curriculum

Parents and Whanau are involved in identifying the learning needs of their children and the setting of goals for improvement:

- Parent Interviews and reporting
- IEP's
- SENCO / LSC / SWIS / RTLB
- 'Three Way Conferences' and feedback surveys
- BOT survey
- Consultation survey
- Strengthening Families
- Showcase nights

Monitor and report on the achievement of Maori:

- School review data
- Fortnightly team meetings
- 5 weekly "at risk" meetings
- Management meetings
- Staff meetings
- Reporting to the community and BOT
- MOE Annual Charter and Variance Reports
- Progress against curriculum levels
- Track through COL's data

Foster Te Reo and Tikanga Maori:

- School signage and classroom environments
- Integration of Karakia, Tikanga and Te Reo into daily programmes
- Develop Te Awahou protocols
- Annual powhiri / term powhiri

Promote Maori Role Models:

- Ex-students celebrating their success
- Prominent Maori members of community visiting the school
- School Leaders
- Kapa Haka Group
- The BOT will act as a good employer in terms of Section 56 of State Services Act 1988

Students and parents involved in the school Kapa Haka group:

- Regular practices
- Public performances
- Participation in regional competition
- Assemblies, Powhiri, Poroporoaki, Kapa Haka, Mau Rakau, flax weaving

Recognise the place of Maori protocol:

Daily karakia

- Singing National Anthem in Maori and English
- Powhiri and Poroporoaki
- Tangi
- Prize Giving
- Coley Street School protocols

Strategic Plan 2022 - 2024

STRATEGIC AIM	2022	2023	2024
<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 2021 data	1.1 Annual targets set based on analysis of a range of 2022 data	Annual targets set based on analysis of a range of 2023 data
	1.2 Achieving school and COL's targets	1.2 Raised achievement	1.2 Children working at their expected curriculum level
	1.3 Ongoing collaborative PLD	1.3 Ongoing collaborative PLD	1.3 collaborative planning / coaching
	1.4 Ongoing success for Maori	1.4 Ongoing success for Maori supported by Raukawa education Plan	1.4 Implementing key components of Raukawa Education Plan
	1.5 Meeting the needs of our community	1.5 High functioning school.	1.5 High functioning school
	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 activity engaged in their tamariki teaching and learning.</p>	2.1 Regular Iwi engagement	2.1 Localised curriculum functioning	2.1 Localised curriculum supported by the community
	2.2 Integrate localised curriculum	2.2 Community facilitators supporting curriculum	2.2 well functioning localised curriculum
	2.3 Established Iwi led tikanga and protocols	2.3 Established Iwi connections and consultation	2.3 Iwi in ongoing supportive role
	2.4 teachers familiar with Raukawa protocols and tikanga	2.4 Regular ongoing PLD around tikanga / protocols	2.4 Iwi led teacher only days established
	2.5 100% digitally engaged community	2.5 students becoming digital contributors	2.5 Learn, create share model implemented
<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 Ongoing induction and reflection	3.1 All new staff to attend PLD / national conferences	3.1 Continual refresh and PLD around PB4L
	3.2 ongoing high functioning school	3.2 Ongoing high functioning school.	3.2 Ongoing high functioning school
	3.3 Ongoing high functioning school	3.3 Flagship school in PB4L	3.3 Flagship School in PB4L
	3.4 Ongoing Tier 3 school	3.4 Regularly audited to maintain tier 3 standards	3.4 Maintain tier 3 status
	3.5 Regular induction and refreshing	3.5 Ongoing PLD	3.5 Regular self review
	3.6 On going review of PB4L systems	3.6 ongoing review of PB4L systems	3.6 Ongoing review
<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>	4.1 BOT achieving all set targets	4.1 Ongoing collaboration with BOT, community and school	4.1 Genuine community driven curriculum
	4.2 High functioning BOT	4.2 High functioning school	4.2 High functioning school
	4.3 Regular Induction and review	4.3 Well informed and high functioning BOT	4.3 Ongoing review
	4.4 Ongoing review of achievement data to make strategic decisions	4.4 Ongoing review of achievement data to make strategic decisions	4.4 Charter driven by students data / community

5.1 To ensure we support the health and well- being of students staff and whanau	5.1 All newcomers regularly inducted into PB4L	5.1 Healthy high functioning school demonstrating appropriate behaviour and student achievement	5.1 Ongoing review
	5.2 Healthy children who are engaged, achieving and conscious of their own personal health and well being	5.2 Children achieving at level of expectation	5.2 Children achieving at expectation
	5.3 Transparent and effective support networks led by SENCO / Learning Support Coordinator / SWIS and RTLB	5.3 regular meetings and communication	5.3 Effective support for learning behaviours
	5.4 Regular review of policies and procedures that support health and well being.	5.4 High functioning classrooms with children achieving set targets	5.4 Ongoing review of all policies
	5.5 Programmes implemented and ongoing review	5.5 Ongoing and regularly reviewed	5.5 Safe supportive environment evident
	5.6 Staff that feel safe, valued and supported	5.6 Ongoing	5.6 Ongoing



ANNUAL PLAN 2022

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 2021 data):

With our school wide shift to Singapore math, we are committed to the key strategies of the change in pedagogy. (whole class teaching using the CPA model - concrete, pictorial, abstract, workbooks and textbooks, collaboration, regular use of math language, keeping all ideas written on the whiteboard, all students working on the same problem and learning to decipher math problems.

Mathematics

- Year 2 - 3 students below
- Year 3 - 17 children are below
- Year 4 - 12 children are well below / below
- Year 5 - 14 children are below
- Year 6 - 15 children are below
- Year 7 - 13 children are well below / below
- Year 8 - 15 children are below

Annual Targets mathematics: (2022 - shifting all students 2 curriculum sub levels)

Planning and Assessment

All teachers plan collaboratively and moderation will be completed using the PAT and E asttle assessment tools in middle / senior school and SEA test and the Phonological Awareness screening at junior school.

No Problem math assessment at the end of each chapter, middle and end of year.

OTj's will be made by teachers using a range of data including standardised testing.

STRATEGIC AIM ONE

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

AIM 1 TARGETS FOR 2022	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	Collate and analyse 2021 data and identify trends around ethnicity, gender and age. Set targets and budget in strategic plan	BOT / Principal / staff		Prior to March 1st
1.2 Priority learners will be identified and appropriate intervention programmes implemented incorporating whanau and school	Support network of SENCO, SWIS, LSC and RTLB to discuss target learners and applications for interventions	SENCO / Principal / staff / support staff		Prior to 1st March
1.3 On-going PLD with best practice strategies in teaching and learning consolidated	Specific PLD around localised curriculum, no problem maths, Manaiakalani, MAC programme, PE	Principal / DP	\$20,000	Ongoing
1.4 Established School wide teaching and learning strategies will be evidenced by student achievement and engagement	Collaborative teaching and learning in Manaiakalani, No Problem Maths and Localised curriculum	Staff		Ongoing
1.5 Student / teacher / whanau partnerships will be evident with strong levels of shared learning and communication	3 way conferences with a commitment from all parties to be partners in the student learning	Teachers		Ongoing
1.6 Curriculum review and implementation will continue	Ongoing review and data analysis	Principal / staff / BOT		Ongoing

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 2022	Actions to achieve targets	Led By	Budget	Timeframe
2.1 Whanau will play an active role in localised curriculum	Engage local resource people, companies and resources	Principal / staff		Ongoing
2.2 Established protocols for whanau engagement will be evident	Regular consultation	Senior management / staff		Ongoing
2.3 Consolidated consultation processes will be established as an aspect of self-review	Raukawa representatives included in consultation	Principal / BOT		Annually or as required
2.4 School protocols for powhiri and hosting will be a regular event	Establish school wide protocols that are appropriate in a school setting	Staff / Iwi		Annual review
2.5 Established processes for open dialogue between home and school	Communication occurs across a number of formats that are inclusive	Principal / Staff		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 2022	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 2021 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 2022-23
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 2022
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 2022	Actions to achieve targets	Led By	Budget	Timeframe
4.1 The BOT will continue to consult with the school community to formulate the 2022 – 24 charter	Invitation to participate in the writing the charter and consulting with our community will be evident			Ongoing
4.2 The BOT will review the effectiveness of their strategic planning	At specific times in the year BOT will review their effectiveness	Chairman / Principal		2 times annually
4.3 The BOT will evaluate the effectiveness of their governance process	Through a review process and analysis of variance			Start of each year
4.4 The BOT will use the achievement data to make strategic decisions	BOT will identify noticings and trends in data	Principal / DP		Data discussion at end of each term and data analysis end of the year
4.5 The BOT will consult with the school community to review the 2022 - 24 charter	Through newsletter, survey, facebook, website	Principal		ongoing
4.6 The BOT will provide a safe physical and emotional environment	Ensuring policies are regularly reviewed and updated and maintaining a complaint register	Principal / office manager		Ongoing

STRATEGIC AIM FIVE

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

Aim 5 Targets for 2022	Actions to achieve targets	Led By	Budget	Timeframe
5.1 To analyse PB4L data and identify behavioural patterns	Fortnightly analysis of behavioural data	PB4L Data analyser	\$4,000	
5.2 Through support programmes there will be a focus on health and well being for our community	Weekly meetings for our support network, SENCO, LSC, SWIS, RTLB	SENCO		ongoing
5.3 Through the school support networks ensure the required support for whanau is available	Early identification of student, whanau at risk / needs analysis	SENCO		Ongoing
5.4 Ensure policies and procedures are in place for staff well being	Regular dialogue with Schooldocs for latest policies	BOT / Principal		Ongoing
5.5 To ensure student physical and emotional safety is a priority	Duty staff are effective and there is regular communication across staff, students and whanau	Principal		Ongoing
5.6 Policies and procedures in place for safe use of digital technology	ICT contract signed by students and parents and regular student education around ethics	ICT coordinator		annually

This charter document is the culmination of newsletter surveys, student, teacher, parent / whanau, community, Iwi consultation and Board of Trustees, working together for the betterment of the Coley Street School Community. It also links with the Raukawa Education Plan and Community of Learning levers of change (1) seamless pathways, (2) adaptive, Innovative teaching and learning strategies, (3) meaningful relations (4) Holistic well being