

# SCHOOL CHARTER STRATEGIC AND ANNUAL PLAN DRAFT 2015 - 2017

Principal's endorsement:

Board of Trustee's endorsement:

Submission Date to Ministry of Education:

# Future Learning: Vision 20/20

## Collaboratively Impacting our Communities

through developing learning focused relationships.

<b>Capability</b>	<i>Teaching and Learning</i>	Ongoing targeted quality Professional Learning ensuring highly effective teaching.
<b>Credibility</b>	<i>Branding</i>	Rebranding our school image-letting results provide credibility. Ensuring all key stakeholders are confident with RRS. Underpinned by our values.
<b>Accountability</b>	<i>Taking Ownership</i>	Setting high expectations-key message-ALL are accountable for our students to achieve success. ALL= teachers, students, whanau and leadership.

# Te Ao Maori

**Robertson Road School will aim to take all reasonable steps to provide te reo Maori me ona tikanga within the school. The school will ensure this happens by:**

- consulting with our community
- providing PLD in Tikanga Maori me te reo Maori implementation
- exploring the use of local iwi / community knowledge in delivery of programmes

**Robertson Road aims to implement programmes of learning that reflect and include reference to New Zealand / Aotearoa's unique cultural diversity including knowing about our past and heritage. The school will:**

- identify with local and regional history and places of significance to our local iwi-Tainui
- observe and reflect on national days such as Waitangi Day and ANZAC day
- incorporate relevant vocabulary and concepts into our inquiry learning model
- encourage staff to use commands and te reo in the classrooms
- develop the kapa haka group
- welcome new students, staff and visitors with a powhiri
- development of a Treaty of Waitangi framework for governance and learning.

# Pasifika Learners

Over eighty percent of our school population are of Pasifika descent. We currently have five Samoan bilingual classes and will celebrate the 21<sup>st</sup> birthday of these classes this year. We are joining a community of schools with Sutton Park and Otahuhu Primary to focus on the development of pedagogical practices and realise our vision of confident, bilingual, bi-literate graduates.

We as a school are serious about our Pasifika success. For us Pasifika success will be characterised by demanding, vibrant, dynamic, successful Pasifika people, contributing to a highly skilled and educated Pasifika workforce that contributes fully to the economy and wider society. We are in effect Pasifika Proud.

To achieve this goal we must have:

- zero tolerance for failure and high expectations for success
- own the responsibility and accountability for every learner receiving the best learning opportunities
- have best practice as everyday practice:
  - creating and sustaining educationally powerful connections
  - engaging positively with parents, families and communities
  - effective teaching happening all the time
  - strong leadership and governance driving and sustaining change more rapidly
  - everyone being Pasifika competent
- efficiency and effectiveness.

# Strategic Strand Development 2015-2017

	Aims	Core Strategies for Achieving Goals 2015-2017
	<p><b>CAPABILITY</b></p> <p>A. Leadership will create an environment where skills, behaviours and attitudes focus on student progress and achievement. Innovative, evidenced-based practices will be valued and promoted. Quality, targeted Professional Learning will ensure highly effective teaching.</p>	<p>A1. <u>Modelling, Coaching and Mentoring</u> An inquiry and knowledge building cycle will develop leadership across akonga with a focus on accelerating learning. All leaders will be highly skilled coaches and facilitators.</p> <p>A2. <u>Collaboration</u> Professional learning will enable akonga to build knowledge in real world contexts with a focus on use of digital technologies for collaboration. Professional learning will be high quality and needs based.</p> <p>A3. <u>Infrastructure Development</u> Infrastructure will seamlessly support the learning, management and communication functions in the school.</p> <p>A4. <u>Property Development</u> Environments across the school will facilitate our 21st learners by meeting the MLE guidelines.</p>
	<p><b>CREDIBILITY</b></p> <p>B. All students will develop the dimensions of the 21<sup>ST</sup> Century learner to enable them to access <i>The New Zealand Curriculum</i> as evidenced by achievement against the National Standards. Key stakeholders will be confident with RRS.</p>	<p>B1. <u>Pedagogical Practices</u> Evidence-based practices will accelerate learning for all priority students. Pedagogical practices will be developed with a focus on the principles of the Treaty of Waitangi and dimensions of 21<sup>st</sup> century learning.</p> <p>B2. <u>Curriculum Development</u> An authentic project-based curriculum will be developed. Values will be the drivers in a competency based curriculum. Curriculum will be co-constructed between school and key stakeholders.</p>

	<p><b>B3. <u>Assessment</u></b>  Formative and summative processes will identify the priority groups of Maori, Pasifika, and students with special learning needs. Expected levels of achievement will be identified and closely monitored and accelerated.</p>
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<p><b>ACCOUNTABILITY</b></p> <p><b>C.</b> Strategic relationships with key stakeholders are strengthened to focus on student progress and achievement, respects all learners in the school and recognises the unique position of Maori in Aotearoa / New Zealand. All stakeholders are accountable for our students achieving success.</p>	<p><b>C1. <u>Brand Development</u></b>  The vision, values and key development strands of the school will be evident in the behaviour and attitudes of key stakeholders. All stakeholders will be able to articulate these.</p> <p><b>C2. <u>Educationally Powerful Partnerships</u></b>  Mutukaroa will enable parents, families and whānau are confidently able to ask questions about their children’s learning and implement strategies to support this. Strengthened learning partnerships will be evidenced by accelerated rates of progress for priority students.  Key strategic cross-sector relationships will be identified and strengthened to support akonga across communities.</p> <p><b>C3. <u>Partnerships / Relationship Development</u></b>  Business partners and key organisations resource and support capacity and technology development across the community. Relationships will be used to promote RRS as the school of choice and develop a national and international profile.</p>
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# 2015 Improvement Plan

## Improvement Plan: Teaching, Learning and Assessment

### Strategic Development Strands: Capability/ Accountability

**Annual Aim:** Formative and summative processes will identify students who are achieving below or well below in the National Standards for Reading. These students will show accelerated rates of progress in end of year overall teacher judgements.

**Annual Target:**

All seven Year 4 Maori students and eleven Tongan students that were below or well below the National Standard for Reading at the end of 2014 will make accelerated progress and will be reading at or above the Year 5 National Standards for Reading by the end of 2015.

All nine Year 6 Maori students and five Cook Island students that were below or well below the National Standard for Reading at the end of 2014 will make accelerated progress and will be reading at or above the Year 7 National Standards for Reading by the end of 2015.

All sixteen Year 7 Samoan students and five Tongan students that were below or well below the National Standard for Reading at the end of 2014 will make accelerated progress and will be reading at or above the Year 8 National Standards for Reading by the end of 2015.

**Baseline data:**

Yr level	Ethnicity	Gender	WB	B
4	Maori	1F/1M	2	
4	Maori	3F/2M		5
4	Tongan	1F/3M	4	
4	Tongan	2F/ 5M		7

Yr level	Ethnicity	Gender	WB	B
6	Maori	F	1	
6	Maori	2F/6M		8
6	CI	2F/3M		5

Yr level	Ethnicity	Gender	WB	B
7	Samoan	3F/5M	8	
7	Samoan	3F/5M		8
7	Tongan	M	1	
7	Tongan	3F/1M		4

## Key Improvement Strategies:

Development of shared pedagogical practice across the school	Modelling, mentoring and coaching teacher practice. Monitoring of impact related and modify strategies as needed. Seminar by ESOL teachers, Reading Recovery teachers, to support Leaders of Learning.	Leaders of Learning	Ongoing from term 1
Disaggregation of data to identify individual students who require support	Next Learning Steps identified by current teacher and shared with 2015 teacher. Establish inquiry and plan for learning.	Team Leaders	Week 8 term 4 2014
Tracking accelerated progress	Back-mapping in Reading for identified students. Monitoring through five weekly PLCs. Monitoring collated data at SLT meetings.	Teachers of target groups (incl. Lof L)	Week 1 term 1 2015 Ongoing five weekly Ongoing five weekly
Supporting progress and achievement	Sharing of successful strategies. Ongoing inquiry and professional reading in team and syndicate forums. Flag processes for additional support for hard to shift learners at 10 weeks.	PLCs team members Team Leaders	Ongoing five weekly Termly
Review and reflection systems	Adjusting inquiries and plans in response to new information.	Teachers (incl. Lof L)	Five weekly Daily
Reading Mileage	Parents to support reading mileage with Reading Together graduates.	RT graduates	
Educationally Powerful Partnerships	Initial meeting with parents of individual priority students to discuss assessment and set targets. Five weekly meetings to monitor and affirm progress.		

**Monitoring:** Five weekly monitoring of data in PLC and at Leadership meetings. Adapt strategies as required.

**Resourcing:** Leaders of Learning to support target students. ESOL groups, Rainbow Reading and AVAILL. Reading Together.



# Improvement Plan: Teaching, Learning and Assessment

## Strategic Development Strands: Capability/ Accountability

**Annual Aim:** Formative and summative processes will identify students who are achieving below in the National Standards for Writing. These students will show accelerated rates of progress in end of year overall teacher judgements.

**Annual Target:**

All nine Year 4 Maori students, twelve Samoan students, twelve Tongan students and six Cook Island students that were well below or below the National Standard for Writing at the end of 2014 will make accelerated progress and will be writing at or above the Year 5 National Standards for Writing by the end of 2015.

All seven Year 6 Maori students, ten Tongan students and seven Cook Island students that were well below or below the National Standard for Writing at the end of 2014 will make accelerated progress and will be writing at or above the Year 7 National Standards for Writing by the end of 2015.

All eighteen Year 7 Samoan students, five Tongan students, and six Cook Island students that were well below or below the National Standard for Writing at the end of 2014 will make accelerated progress and will be writing at or above the Year 8 National Standards for Writing by the end of 2015.

**Baseline data:**

Yr level	Ethnicity	Gender	WB	B
4	Maori	2F/1M	3	
4	Maori	3F/2M		6
4	Samoan	4M	4	
4	Samoan	2F/6M		8
4	Tongan	1F/5M	6	
4	Tongan	3F/3M		6
4	CI	M	1	
4	CI	1F/4M		5

Yr level	Ethnicity	Gender	WB	B
6	Maori	F	1	
6	Maori	1F/5M		6
6	Tongan	M	1	
6	Tongan	4F/5M		9
6	CI	3F/4M		7

Yr level	Ethnicity	Gender	WB	B
7	Samoan	3F/6M	9	
7	Samoan	4F/5M		9
7	Tongan	M	1	
7	Tongan	3F/1M		4
7	CI	4F/2M		6

## Key Improvement Strategies:

Development of shared pedagogical practice across the school	Modelling, mentoring and coaching teacher practice. Monitoring of impact related and modify strategies as needed.	Leaders of Learning	Ongoing from term 1
Disaggregation of data to identify individual students who require support	Seminar by ESOL teacher/ ALL teacher to support Leaders of Learning. Next Learning Steps identified by current teacher and shared with 2015 teacher. Establish inquiry and plan for learning.	Team Leaders	Week 8 term 4 2014
Tracking accelerated progress	Back-mapping in Writing for identified students. Monitoring through five weekly PLCs. Monitoring collated data at SLT meetings.	Teachers of target groups (incl. Lof L)	Week 1 term 1 2015 Ongoing five weekly Ongoing five weekly
Supporting progress	Sharing of successful strategies. Ongoing inquiry and professional reading in team and syndicate forums. Flag processes for additional support for hard to shift learners at 10 weeks.	PLCs team members Team Leaders	Ongoing five weekly Termly
Review and reflection systems	Adjusting inquiries and plans in response to new information.	Teachers (incl. Lof L)	Five weekly
Educationally Powerful Partnerships	Initial meeting with parents of individual priority students to discuss assessment and set targets. Five weekly meetings to monitor and affirm progress.		

**Monitoring:** Five weekly monitoring of data in PLC and at Leadership meetings. Adapt strategies as required.

**Resourcing:** ALL (Accelerated Literacy Learning) teacher scale out of strategies. Leaders of Learning to support target students

## Improvement Plan: Teaching, Learning and Assessment

**Strategic Aim:** Capability/ Accountability

**Annual Aim:** Formative and summative processes will identify students who are achieving below in the National Standards for Mathematics. These students will show accelerated rates of progress in end of year overall teacher judgements.

**Annual Target:**

All nine Year 4 Maori students and seventeen Tongan students that were well below or below the National Standard for Mathematics at the end of 2014 will make accelerated progress and will be at or above the Year 5 National Standards for Mathematics by the end of 2015.

All sixteen Year 7 Samoan students and five Tongan students that were well below or below the National Standard for Mathematics at the end of 2014 will make accelerated progress and will be at or above the Year 8 National Standards for Mathematics by the end of 2015.

**Baseline data:**

Yr level	Ethnicity	Gender	WB	B
4	Maori	3F/1M	4	
4	Maori	3F/2M		5
4	Tongan	1F/3M	4	
4	Tongan	4F/9M		13

Yr level	Ethnicity	Gender	WB	B
4	Samoan	3F/3M	6	
4	Samoan	5F/5M		10
4	Tongan	3F/2M		5

**Key Improvement Strategies:**

Development of shared pedagogical practice across the school	<p>Modelling, mentoring and coaching teacher practice. Monitoring of impact related and modify strategies as needed.</p> <p>Lesson studies model implemented for year 2 MIC (Mathematics Inquiry Community) teachers to support collaboration and development of pedagogy.</p>	Leaders of Learning	Ongoing from term 1
Disaggregation of data to identify individual students who require support	Next Learning Steps identified by current teacher and shared with 2015 teacher. Establish inquiry and plan for learning.	MIC team	Ongoing from term 1
Tracking accelerated progress	<p>Back-mapping in Mathematics for identified students.</p> <p>Monitoring through five weekly PLCs.</p> <p>Monitoring collated data at SLT meetings.</p>	Team Leaders	Week 8 term 4 2014
Supporting progress	<p>Sharing of successful strategies. Ongoing inquiry and professional reading in team and syndicate forums.</p> <p>Flag processes for additional support for hard to shift learners at 10 weeks.</p>	Teachers of target groups (incl. Lof L)	Week 1 term 1 2015
Review and reflection systems	<p>Scale out across school of MST strategies to support learners.</p> <p>Adjusting inquiries and plans in response to new information.</p>	PLCs team members	Ongoing five weekly
Educationally Powerful Partnerships	Initial meeting with parents of individual priority students to discuss assessment and set targets. Five weekly meetings to monitor and affirm progress.	Team Leaders	Termly
		MST leaders	Term 1-4
		Teachers (incl. Lof L)	Five weekly

**Monitoring:** Five weekly monitoring of data in PLC and at Leadership meetings. Adapt strategies as required.

**Resourcing:** Identify and replicate best practices from MST practitioners. Facilitation via MIC.

A: CAPABILITY	SHORT REPORT
<p>A1. <u>Modelling, Coaching, and Mentoring</u></p> <ul style="list-style-type: none"> <li>- Use Lesson Studies model to build teacher capacity and capability.</li> <li>-Use the inquiry and knowledge building cycle to inquire into the learning of our priority students across the curriculum.</li> <li>-Scale out of evidence-based practices from MST and ALL initiatives across Year 5-8 to accelerate achievement.</li> </ul>	
<p>A2. <u>Collaboration</u></p> <ul style="list-style-type: none"> <li>- Quality Learning Circles to strengthen collaboration and inquiry processes.</li> <li>- Inquire into the use of technologies to support the learning of priority students in Writing and Mathematics.</li> <li>-Future Learning: 20/20 Pathfinder classes to inquire into the development of a project based learning model to accelerate outcomes for our</li> </ul>	

	priority students.	
	<p><b>A3. <u>Infrastructure Development</u></b></p> <ul style="list-style-type: none"> <li>- Integrate the resources available through N4L portal into the learning programmes.</li> <li>- Explore cloud-based storage options for essential services</li> </ul>	
	<p><b>A4. <u>Property Development</u></b></p> <ul style="list-style-type: none"> <li>-Future Learning:20/20 classes to develop spaces that are an exemplar of Modern Learning Environments.</li> <li>- Tender for 5YP development 2016.</li> </ul>	

B:CREDIBILITY	SHORT REPORT
<p><b>B1. <u>Pedagogical Practices</u></b></p> <ul style="list-style-type: none"> <li>- Future Learning: 20/20 teachers to trial and develop project-based pedagogical practices to accelerate learning.</li> <li>-Scale out of teachers undertaking the Postgraduate Certificate in Applied Practice (Digital and Collaborative Learning) to strengthen project-based model.</li> <li>- Continue to integrate ICTs into pedagogical practices to accelerate student achievement.</li> </ul>	
<p><b>B2. <u>Curriculum Development</u></b></p> <ul style="list-style-type: none"> <li>- Continue to work with the community Pedagogy team to co-construct programmes of learning that are culturally responsive.</li> <li>- Incorporate Maori worldview into the development of the curriculum.</li> <li>-Document the careers</li> </ul>	

programme in the curriculum planning.

-Develop a School Education Plan for year 7/8 students.

-Develop best practice models for bilingual delivery through a community of bilingual schools.

-Create a model for Language Learning through the delivery of Mandarin for year 7/8.

-Develop a statement for delivery of the Health Curriculum



	<p><b>B3. <u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>- Continue to improve moderation processes around writing. Work with cross-decile schools to develop Maths moderation.</li> <li>-Continue to develop Samoan Language assessment tools to identify progress and achievement in Samoan Language.</li> <li>-reporting data twice termly to the board of targeted students' progress against expected achievement.</li> <li>-Term 2/4 reporting to the board on National Standards progress and achievement by year level, gender and ethnicity.</li> </ul>	
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	C: ACCOUNTABILITY	SHORT REPORT
	<p><b>C1. <u>Brand Development</u></b></p> <ul style="list-style-type: none"> <li>-Self-review measures to be</li> </ul>	

	<p>developed around the vision statement</p> <p>-Values matrix to be developed to support student management strategies. Talanoa model to be the framework for relationships within the community.</p>	
	<p><u>C2. Educationally Powerful Partnerships</u></p> <ul style="list-style-type: none"> <li>- Launch and implement Mutukaroa programme.</li> <li>- Resource and support Early Learning Advisor.</li> <li>- Review term 4.</li> <li>-develop pipelines with pre-school feeders through relationship with the Mutukaroa coordinator.</li> <li>- Engage community through development strand teams:</li> <li>-Vision</li> <li>-Values</li> <li>-Pedagogy</li> <li>-Community liaison</li> <li>-ICTs.</li> <li>-use learning maps to building understanding of how whanau, teachers and students can support learning.</li> </ul>	

<ul style="list-style-type: none"> <li>- Develop relationship with Mana Whenua to support implementation of Treaty principles.</li> </ul>	
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<p><u>C3. Partnerships / Relationship Development</u></p> <ul style="list-style-type: none"> <li>-continue to develop our relationship with the Fountain of Knowledge Trust re TechnOlympics.</li> <li>-Identify and cultivate funding streams</li> <li>-Showcase event term 3 for Future Learning 20/20 classes through partnership with TTS.</li> <li>-Develop business relationship with Microsoft.</li> </ul>	
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