



Learning Today: For Tomorrow's World

PLATEAU SCHOOL CHARTER

2017 - 2019

[February 2017]

Our Mission: Learning Today: For Tomorrow's World

Our Vision:

Our Students:

- Are socially adaptive and technologically able.
- Face the future with confidence and enthusiasm.
- Achieve personal excellence.
- Think and learn for themselves.
- Are passionate about learning.

Our School is :

- An environment where everyone feels engaged, supported and challenged.
- A community where everyone reflects on their own responsibility in the learning process.
- Focused on achieving excellence in all areas of learning.
- A safe learning environment with a strong community partnership.

Our Shared Values

We value and expect:

- Participation and adaptability.
- Perseverance and resilience.
- Openness and honesty.
- Responsibility and risk taking.
- Empathy and respect for people and the environment.
- Commitment to the Treaty of Waitangi.

Our Strategic Goals:

1. All Plateau Students achieve to their full potential.
2. Plateau's Teachers achieve to their own, and their students full potential.
3. Plateau's physical environment and culture allows our students (staff and community) to thrive and emphasises our semi rural community feel.
4. Plateau's governance and management frameworks allow our students, staff and community to thrive.

Strategic Goal 1- Student Learning and Achievement

All Plateau Students achieve to their full potential.

What this means for us-

- There is a personalised Plateau school curriculum in place and being delivered effectively.
- Our student achievement rates, as evidenced in national standards and other measures, have increased in all areas.
- The learning needs of all students (at all levels of ability) are identified and there are appropriate supports in place for them.
- Continuing the focus on student engagement through student agency.

Our Strategic Priorities in this area-

- Supporting and recognising individual differences and challenging students at all levels of ability¹.
- Ensuring our special needs programme addresses the needs of all identified students e.g. autistic, dyslexic etc.
- Focusing on student achievement and empowerment in identified curriculum learning areas with emphasis on literacy and numeracy.
- Developing our tamariki as responsible Digital Citizens.
- Teaching students how to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Māori and our commitment to the Treaty of Waitangi.
- Maintaining effective communication with parents/caregivers about their child's learning both in and out of school.
- Continuing to provide quality sports, health and PE activities (including swimming).

Our Focus in 2017:

- Completing the work on our Plateau School Curriculum.
- Identifying and supporting our Priority Learners² and their caregivers.
- Teachers using pedagogical approaches that enable students to take charge of their own learning³.

¹ Including GATE (Gifted and Talented) Students.

² Priority Learners are those students who are achieving below National Standards.

³ Pedagogy is the art or science of teaching. It deals with the theory or practice of education. Students taking charge of their own learning is about children knowing (with lots of support initially) what their next learning steps are and how to achieve them.

Strategic Goal 2- Teaching

Plateau's Teaching Staff achieve their own, and their students, full potential.

What this means for us-

- Our teachers have the resources they require to teach the Plateau curriculum.
- Our teachers are well supported with quality professional development that meets both their and the school's needs.
- Our teachers are happy and have a good work/life balance.
- Our teachers collaborate effectively.

Our Strategic Priorities in this area:

- Review our annual performance appraisals to ensure best practice.
- Providing a caring environment that encourages an appropriate work/life balance for our staff.
- Ensuring communications to/from staff operate in an open feedback/feed forward culture.
- Embedding Tataiako- Cultural Competencies for teachers.
- Ensure effective coaching is used as a vehicle to identify and solve professional needs.

Our Focus in 2017:

- Teachers demonstrate highly effective collaborative teaching practice.
- Coaching/appraisals developed and reviewed as a means to improve performance

Strategic Goal 3. Environment & Culture

Plateau has a physical environment and culture that allows our students, staff and community to thrive and emphasises our semi-rural community feel.

What this means for us-

Environment:

- Our learning environments reflect modern needs.
- Our outdoor environment is safe and reflects our community character.
- Maintain our highly effective Enviroschool programme and share this with other schools.

Culture:

- We are recognised by our community, and by others as being a school that is safe, healthy, welcoming and providing optimum learning.
- There are open flows of communications in all directions.
- We are the hub of the Te Marua /Plateau community.

Our Strategic Priorities in this area:

Environment:

- Create Innovative Learning Environments with a balance of approaches to ensure our children are able to work collaboratively with high levels of Student Agency.
- Continuing to improve and maintain the physical environment.

Culture:

- Maintaining effective partnerships within and beyond the school by a focus on effective communication and community involvement.
- Managing our school roll and class sizes in a way that keeps our family focussed, community feel.⁴
- Developing an attitude of self responsibility in our students, staff and community.
- Improving the levels of physical and emotional safety at our school.
- Incorporating Enviroschool Principles in decisions we make.
- Our actions reflect our commitment to the Treaty of Waitangi.

⁴ Within legal & Ministry of Education requirements (e.g. Schools must accept in-zone students).

Our Focus in 2017:

- Implementing and creating Innovative Learning Environments in line with best practice.
- Communications to (and from) BOT, Principal, Staff, Parents /Caregivers, Wider Community.
- Consistent use of Restorative Practice in all aspects of the school.
- Sharing our EnviroSchools experience with other schools and organisations.

Strategic Goal 4. Governance and Management

Plateau's governance and management frameworks allow our students, staff and school community to thrive.

What this means for us-

- We comply with National Administration Guidelines.
- We meet our health and safety and other legislative requirements.
- We are good stewards of our school and its resources.
- We are fiscally sound and utilise our finances responsibly.

Our Strategic Priorities in this area:

- Planning and reviewing to ensure everything we do meets the needs of our students and community.
- Being fiscally sound and utilising our finances for the benefit of students, staff and school community.
- Complying with the National Administration Guidelines and other legislative requirements.
- The Board taking a more strategic monitoring and planning role to support student achievement.
- Incorporating EnviroSchool Principles in decisions we make.
- Our actions reflect our commitment to the Treaty of Waitangi.

Our Focus in 2017:

- Successfully manage the implementation of the Innovative Learning Environment in the Senior Block.
- Board to seek opportunities for Professional Development particularly in the area of Student Achievement.
- Source support from EnviroSchools to enable the Board to more effectively incorporate EnviroSchools Principles in Governance decisions.

Annual Plan 2017

Strategic Goal	Supporting Actions
<p>Goal 1- Student Learning and Achievement</p> <p>All Plateau Students achieve to their full potential.</p> <p>Our Focus in 2017:</p> <ul style="list-style-type: none"> · Completing the work on our Plateau School Curriculum. · Identifying and supporting our Priority Learners⁵ and their caregivers. · Teachers using pedagogical approaches that enable students to take charge of their own learning⁶. 	<p><i>Completing the work on our Plateau School Curriculum:</i></p> <p>Term 1: Build a picture of where our Plateau School Curriculum needs strengthening and reviewing.</p> <p>Term 2-4: Work with staff and especially curriculum coordinators to complete the review and strengthen areas that require it.</p> <p>Term 2-4: To support curriculum coordinators in developing their areas of focus and in delivering quality PD to other staff around the Plateau School Curriculum. To identify and implement ways to ensure the Plateau School Curriculum is applied across the school.</p> <p><i>Identifying and support our Priority Learners and their caregivers. :</i></p> <p>Term 1: Identify Priority Learners in Numeracy from National Standards data. Work with students and caregivers through teacher inquiry where appropriate to raise achievement.</p> <p>Use assessment data to develop a clear picture of areas of need for underachieving students in Maths, Reading and Writing.</p> <p>Develop and assess the effectiveness of differentiated planning to meet the needs of Priority Learners.</p> <p>Term 2: Assess students and report to Bot on progress particularly for our Priority Learners.</p> <p>Term 3/4: use Teacher Inquiry to monitor and report on progress of PLs in Numeracy. Use</p>

⁵ Priority Learners are those students who are achieving below National Standards.

⁶ Pedagogy is the art or science of teaching. It deals with the theory or practice of education. Students taking charge of their own learning is about children knowing (with lots of support initially) what their next learning steps are and how to achieve them.

	<p>assessment data to ensure support at home is effective and programmes used in school are meeting needs.</p> <p><i>Teachers using pedagogical approaches that enable students to take charge of their own learning:</i></p> <p>Term 1: Deliver sessions with all students consistently to cover all the values in our Sam Sherpa design consistently across the school.</p> <p>Term 2-4: Present SOLO assemblies to clarify and recognise what this would look like for students around the school. Recognise students demonstrating these values in assembly.</p>
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Strategic Goal	Supporting Actions
<p>Goal 2- Teaching</p> <p>Plateau's Teaching Staff achieve their own, and their students, full potential.</p> <p>Our Focus in 2017:</p> <ul style="list-style-type: none"> · Teachers demonstrate highly effective collaborative teaching practice. · Coaching/appraisals developed and reviewed as a means to improve performance 	<p><i>Teachers demonstrate highly effective collaborative teaching practice:</i>Terms 1-4</p> <p>Teachers spend part of their Planning Meetings sharing best practice and challenges with collaborative teaching</p> <p>Term 2-4 Organise visits to other schools to view best practice and discuss pedagogy with other teachers</p> <p>Terms 2-4 Create ILEs in the senior block allowing for more authentic collaboration between teachers</p> <p><i>Coaching/appraisals developed and reviewed as a means to improve performance:</i></p> <p>Term 2-4 Regular coaching scheduled across the school for teachers/Teacher Aides</p> <p>Term 2-4 Current Appraisal system reviewed and models in other schools/commercial models explored and recommendations made for any change</p>

Strategic Goal	Supporting Actions
<p>Goal 3. Environment & Culture</p> <p>Plateau has a physical environment and culture that allows our students, staff and community to thrive and emphasises our semi rural community feel.</p> <p>Our Focus in 2017:</p> <ul style="list-style-type: none"> · Implementing and creating Innovative Learning Environments in line with best practice. · Communications to (and from) BOT, Principal, Staff, Parents /Caregivers, Wider Community. · Consistent use of Restorative Practice in all aspects of the school. · Sharing our Enviroschools experience with other schools and organisations. 	<p><i>Implementing and creating Innovative Learning Environments in line with best practice:</i></p> <p>Term 1: Complete planning and advertise the project on GETS⁷</p> <p>Term 2: Complete assessment of quotes and appoint builders, transition 2 classes to new temporary learning space (school hall).</p> <p>Term 3: Completion of 2 classrooms, transition classes back into new Learning Environment and transition next 2 classrooms into new temporary learning space (school hall).</p> <p>Term 4: Completion of final 2 classrooms, transition classes back into new Learning Environment.</p> <p><i>Communications to (and from) BOT, Principal, Staff, Parents /Caregivers, Wider Community:</i></p> <p>Term 1- 4: Ongoing intentionality to look for opportunities to improve communications from board to staff, Parents /Caregivers and Wider Community.</p> <p>Term 1: Review current systems/issues of internal/external communication.</p> <p>Term 2: Recommendations from review on proposed changes to be discussed by Board and any proposal distributed to stakeholders for feedback.</p> <p><i>Consistent use of Restorative Practice in all aspects of the school:</i></p> <p>Term 2: Revisit our Restorative Programme and clarify staff understanding and whole school expectations with all staff.</p> <p>Term 2-4: Monitor ongoing use of RP and its consistent application and the effect this is having across the school.</p> <p><i>Sharing our Enviroschools experience with other schools and organisations:</i></p> <p>We will continue to develop our sustainability across the school:</p>

⁷ GETS (New Zealand Government Electronic Tenders Service) is a free service designed to promote open, fair competition for New Zealand Government contract opportunities.

We have a living, evolving school vision - progress is celebrated and new ideas added.

The Guiding Principles are woven into all aspects of our school life:

Environmental sustainability is part of our decisions and everything we do.

Students at our school have a strong sense of connection to the environment - we know we can effect change for a sustainable world.

The inquiry and action is mainly led by students.

We have been able to measure many changes from our actions, and show that we are making a difference.

The environment is more vibrant and healthy; it feels like a living ecosystem that can support our community towards sustainability.

Māori perspectives are enriching our journey.

The school is involved with our community, honouring the diversity of people within it.

We will encourage other schools to visit and share our experience on our journey to Green-Gold and beyond.

Strategic Goal	Supporting Actions
<p>Goal 4. Governance and Management Plateau's governance and management frameworks allow our students, staff and school community to thrive.</p> <p>Our Focus in 2017:</p> <ul style="list-style-type: none"> · Successfully manage the implementation of the Innovative Learning Environment in the Senior Block. · Board to seek opportunities for Professional Development particularly in the area of Student Achievement. · Source support from Enviroschools to enable the Board to more effectively incorporate Enviroschools Principles in Governance decisions. 	<p><i>Successfully manage the implementation of the Innovative Learning Environment in the Senior Block</i></p> <p>Term 1: Complete planning and advertise the project on GETS⁸</p> <p>Term 2: Complete assessment of quotes and appoint builders, transition 2 classes to new temporary learning space (school hall).</p> <p>Term 3: Completion of 2 classrooms, transition classes back into new Learning Environment and transition next 2 classrooms into new temporary learning space (school hall).</p> <p>Term 4: Completion of final 2 classrooms, transition classes back into new Learning Environment.</p> <p><i>Board to seek opportunities for Professional Development particularly in the area of Student Achievement</i></p> <p>All Board members attend a PD session on Student Achievement plus one other PD session in their area of expertise.</p> <p>Board members to feed back at a Board meeting from the PD sessions.</p> <p>Evidence from Board Meetings that the PD on Student Achievement has had a positive impact.</p> <p><i>Source support from Enviroschools to enable the Board to more effectively incorporate Enviroschools Principles in Governance decisions</i></p> <p>Access support from Enviroschools Wellington on how we might incorporate the Principles in our decision making.</p> <p>Evidence from Board Meetings that this has had an impact on our decision making.</p>

⁸ GETS (New Zealand Government Electronic Tenders Service) is a free service designed to promote open, fair competition for New Zealand Government contract opportunities.

Annual Targets for 2017

1.1 To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Mathematics

Baseline data:

Analysis of schoolwide Maths data from OTJs identified some concerns in the disparity between Maori achievement and other ethnicities in Maths. 22% of Maori students were "Below the Standard" as compared to 6.5% of "other" ethnicities.

These students only feature in the 2016 "After 1 Year" and "After 3 Year" data. They will form a focus as part of our "Priority Learners" in the classroom as this equates to 4 individual learners

Targets:

The group of students working below the standard in 2016 will have made more than one years progress and will be ready to move to working at or above the standard in 2017.

<u>Actions to achieve targets</u>	<u>Led by</u>	<u>Timeframe</u>
1) From 2016 data decide on the Priority Learners in Maths	SMT/Lead Teacher	Term 1
2) Analysis of assessment data of PLs to look at specific needs	Syndicate Leader/ Numeracy Lead Teacher	Term 1
3) Monthly monitoring meetings to discuss progress of target students	Numeracy leader	Ongoing
4) Identification of maths groups for group teaching	Class teacher	Term 1-4
5) Analyse termly PL data inform progress and report to BOT	SMT and Numeracy Lead	Termly

1.2 To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Writing

Baseline data:

After analysis of our data for the 2016 National Standards OTJs there is a need for a focus on our "After 3 years at school" cohort.

30% of students in that cohort achieved below the standard. This will form the target group for 2017.

Targets:

The group of students working below standard in 2016 will make more than one year's progress in relation to the writing standards.

<u>Actions to achieve targets</u>	<u>Led by</u>	<u>Timeframe</u>
1) Review assessment data with staff and determine learning needs of target group	Principal, teachers	Term 1, 3, 4
3) PLD opportunities in the effective teaching of writing identified. Opportunities for teachers to do peer observations.	Principal/teaching staff	Termly
4) Monthly monitoring meetings to discuss progress of target students	Literacy leader	Ongoing
5) PD targeted at teachers who have identified specific areas of need in their group of target students	Literacy leader, Principal	Ongoing
6) analyse year end/mid year data to inform progress and planning for the following year	Principal and SMT	Mid/end of year

1.3 To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Reading

Baseline data:

Analysis of school-wide Reading data from OTJs identifies 42% of our "After 1 Year at School" cohort achieved Below the Standard in our 2016 results. This group will form the basis of our target group in 2017.

Targets:

The group of students working below standard in 2016 will make more than one year's progress in relation to the reading standards.

<u>Actions to achieve targets</u>	<u>Led by</u>	<u>Timeframe</u>
1) Review assessment data with staff and determine learning needs of target group	SMT, teachers	Term 1, 2,3,4
2) Work with parents in the Junior school on the "Reading Together" Parent reading programme- a series of after school workshops to support Parents.	Junior syndicate	Term 1-2
3) STEPs programme for students in the Senior school with identified issues with reading/ dyslexia	SENCO /Teacher Aide	Ongoing
4) Observations of Reading sessions to provide feedback on effectiveness of teaching	Junior/Senior Literacy Leaders	Termly
5) PD targeted at teachers who have identified areas of need in their group of target students/teaching effectiveness	Literacy leader, Principal	Ongoing

1.4 Teachers will use pedagogical approaches that enable students to take charge of their own learning⁹. To develop our thinking around Collaborative Teaching and Student Agency:

Teachers in the Senior Syndicate will continue to develop collaborative teaching approaches that meet the needs of our students and supports student agency. We will use best practice models to design and implement an ILE in the Senior Syndicate block.

Target:

By the end of 2016 teachers will be working collaboratively with structures and processes in place to support their collaborative Teaching and Learning. An increase in Student Agency will be apparent.

Actions to achieve targets Led by Timeframe

1) Use Learning Maps to analyse learning relationships/ key influences	Deputy Principal	Term 1
2) Continue to monitor the Effectiveness of our Programme of Collaborative Teaching and Learning	Deputy Principal Senior Syndicate	Term 1-4
3) Involve all stakeholders In the design of an ILE In the Senior block.	Principal	Term 1/2/3
4) Review Plateau Curriculum in Relation to Collaborative teaching.	Deputy Principal	Term 3/4

SMT: Senior Management Team

PL: Priority Learner

SENCO: Special Educational Needs Coordinator

LT: Lead Teacher

ILE: Innovative Learning Environment

RP: Restorative Practice

⁹ Pedagogy is the art or science of teaching. It deals with the theory or practice of education. Students taking charge of their own learning is about children knowing (with lots of support initially) what their next learning steps are and how to achieve them.

