

Roslyn School

Catering for students in Years 0 – 8

Mission Statement

'Developing the talents of future generations'

'Te whakawhanake i nga iho pumanawa mo te heke mai'

Vision Statement

Providing quality learning environments that enable our students to develop academic, social, cultural, and creative skills for a successful future



**I AM AN
INNOVATOR**

**I AM A
CONNECTOR**

**I AM AN
INQUIRER**

**I AM A
COLLABORATOR**

A School's Charter serves the purpose of communicating intended outcomes, values and goals, and its plan for teaching and learning programmes and associated activities, to its staff, community, outside agencies and the Ministry of Education.

Charter 2019

Our School:

Roslyn School (established in 1953) is a multi-cultural, full primary (Years 0 – 8). We are located at the Northern End of Palmerston North. We strive to provide a wide range of experiences, both in and out of the classroom that will support the social, cultural and academic development of our students and to be the best they can be.

We belong to the Code of International Student practice and have a number of International Students who visit and partake in everyday learning. Our focus is through our ICIC model (Innovator, Connector, Inquirer, Collaborator). Our upgraded classrooms allow for more student leadership with “Learning Through Play” being the focus for Te Tipu Ora Team (Years 0 – 2)

Roslyn School is a “no fees” school as we believe in equity for all students and that all students should have the opportunities to partake in all events and situations presented. Our staff build strong, positive relationships with students and Whānau. Our facilities include: school gardens, attractive playgrounds, two pump track and all-weather bike/fitness tracks.

Students in Years 4 – 8 have their own Chromebooks, students in Years 3 – 4 have 1:2 and Years 0 – 2 have tablets.

We are a PB4L school and base all our actions around our PRIDE values of Perseverance, Respect, Integrity, Diversity and Excellence.

We are also a member of the Kāhui Ako Palmerston North East Community of Learners.

Our many programmes that we have in place, as well as our strong emphasis on the well-being of our staff and students, make our school a place we are proud of.

Procedural Statement:

- Roslyn School will lodge a copy of its annually updated Charter to the Ministry of Education by the 1st of March each year. This Charter will include the school’s updated target/s for improvement
- Roslyn School will consult with the community, including Māori, on a regular basis as part of the three-year cycle of self-review. Each year the Roslyn School Charter has been developed in consultation with the BOT, staff, parents and the wider Whānau and a designated iwi authority
- Targets for student achievement will be identified by analysis of student achievement data. NOTE: analysis included ORS/HLN and ESOL funded students
- The Annual Report will be lodged with the Ministry of Education each year after the Board of Trustees Annual Meeting. The Annual report will include the Analysis of Variance to demonstrate how the school is meeting its targets as defined by the Strategic Plan targets

Whānaungatanga – Community/School Partnership

Our Community will: take a full part in assisting the school to achieve the vision, be open minded to new ideas and initiatives, be willing to support and accept change, be expected to ensure children attend regularly, arrive prepared for school, and to show and interest in and support of their child’s learning, as well as being fully active with PB4L

Encourage: adult interactions, our PRIDE values

Support the school to ensure: the students are aware of the consequences of their choices, environment, behavioural, social and personal, are able to develop effective communication skills and acquire the ability to think for themselves, and are able to develop independence and independent learning skills in order to set their own goals. Support them to develop a growth mindset

Understandings: a sense of pride in belonging to the Roslyn School Community will be developed and fostered through a positive school climate, all will feel welcomed at Roslyn School. Parents are acknowledged as being an integral part of the school community and Pastoral Care is practiced and individual effort acknowledged

Te Ao Māori – Recognising New Zealand’s Cultural Diversity

Our commitment to Māori: Roslyn School, as appropriate to the community, will develop procedures and practices which respect New Zealand’s cultural diversity and the unique position of the Māori Culture. Recognising this, Roslyn School will take all reasonable steps to ensure the inclusion of aspects of Te Reo Māori (language) and Tikanga Māori (culture) in all areas of the curriculum.

Additional Information

Inclusion: Students with learning needs are supported to ensure progress towards their agreed IEP goals

Diversity: We celebrate and acknowledge the cultural diversity of our school. Roslyn School will achieve the goals of the NEGs/NAGs NZCF through this Charter and other associated plans and documentation. Roslyn School will be an active member of the Palmerston North Kāhui Ako Community and multi-cultural groups

Supporting Documents

- Roslyn School Curriculum Delivery (Roslyn Way)
- Policy and Procedure Folder
- Cultural Diversity Document
- Student Achievement Targets
- 10 Year and 5 Year Property Plan
- Performance management Programme
- Budget
- Parent Information Booklet
- School Website
- International Student Booklet
- PB4L Booklet
- Health and Safety Procedures

Overview of Strategic Priorities 2019 – 2020

<p>Learning Culture/Achievement (1)</p> <ul style="list-style-type: none"> To enhance student achievement through a culture of continued improvement developing teaching and learning and assessment capability in alignment with the New Zealand and Roslyn School Curriculum 	
<p>Practice/Action</p> <ul style="list-style-type: none"> Continued explicit teaching and communication of ICIC qualities and capabilities for fostering unity and achievement Introduction of a school-wide Science programme and upskilling of staff Continued use of PLG, meetings for staff as forms for professional learning and developing practice and efficiency in teaching as Inquiry Further development of teacher appraisal and attestation processes to promote teaching as inquiry, pedagogical and content growth and alignment of school goals with teaching and learning practices Staff development in powerful and strategic collation, analysis and utilisation of assessment information including professional learning in effective use of the school Student Management System Further Growth of 3-way-conference model where learners work alongside teachers and caregivers to identify learning progress and next pathways for learning Progress and achievement data will be collected and interrogated to add to our knowledge of students; to ascertain trends, patterns, progress and achievement for individuals, groups and cohorts Synthesis of achievement data will inform the design of teaching and learning programmes and support resourcing decisions Curriculum benchmarks and illustrations will be communicated clearly to students, teachers, support staff and community Continue to provide opportunities for staff and students to expand their ability to learn and teach with the digital curriculum 	<p>Outcomes/Evidence</p> <ul style="list-style-type: none"> Principles and practices of the Roslyn School Curriculum are evident in all planning and Curriculum decision making A wide range of learning opportunities are available across the Curriculum and used to support learning Teachers are proficient in using teaching as inquiry to enhance student achievement STEAM (especially Science) is evident in learning opportunities The effective analysis and application of assessment information has resulted in enhanced student achievement Students contribute to all levels of decision making and are able to clearly outline their learning progress and achievement Annual report information outlines enhanced progress and achievement against curriculum expectations Achievement information is consistently used to plan and resource targeted growth areas All staff are competent in the use of IT and have knowledge of the Digital Curriculum

Inclusive Education Environment (2)

- To honour the Treaty of Waitangi and the diverse ethnic and cultural heritage of our community
- Learning with diverse needs supported to engage in all activities, accessing, making progress and achieving in alignment with the New Zealand Curriculum
- Māori and Pasifika students are engaged in their learning and are achieving with PRIDE in their unique identity, language and culture

Practice/Action

- Further development of accelerated learning practices to ensure the achievement of at risk learners
- To grow Te Tiriti O Waitangi Partnerships, Participation and Protection
- Priority and targeted learners will be clearly identified, followed by deliberate tailored teaching and ongoing monitoring or progress and achievement
- Widen our network within Whānau, hapu, iwi within the school and across the community
- Demonstration commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership, participation and protection is evident across the school
- Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand including growing understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti O Waitangi
- Further develop and practice the use of Te Reo and tikanga Māori
- The school has key connections with local Whanau and iwi
- At risk Maori learners will demonstrate accelerated progress and achievement
- A strong cultural identity is reflected in our school with Te Reo and tikanga enriching opportunities for all learners
- Staff infuse programmes with the principles and practices outlined in Kahikitia and Tataiako
- Staff design and plan culturally responsive, evidence based approaches that reflect the local community and Te Tiriti O Waitangi partnership in New Zealand
- Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners in Pasifika learners
- Ensure learning resources, opportunities and celebrations of events reflect the Pasifika culture

Outcomes/Evidence

- Principles and practices of the Roslyn School stakeholders have clarity around curriculum expectations. Whānau/family are clearly informed on their learner's progress and achievement in relation to curriculum expectations
- Demonstration of commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership, participation and protection is evident across the school
- The school provides a high quality education tailored to suit the individual needs of learners in a safe respectful learning environment
- Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners
- Build teacher capacity to differentiate programmes to meet the diverse needs of learners
- Staff are aware of and programmes are infused with the principles and practices outlined in the Pasifika Education Plan
- At risk Pasifika learners will demonstrate accelerated progress and achievement
- Input from families of Pasifika learners is included in school decision making

School Environment (3) <ul style="list-style-type: none"> To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom To enhance the schools Enviro-schools Programme To refine and further develop PB4L PRIDE values across and beyond the classroom 	
Practice/Action <ul style="list-style-type: none"> Develop the school environment to incorporate further elements of the school vision and philosophy (including PB4L/PRIDE) Through partnership in the Enviro-schools Programme, develop a long term vision and strategy to become a sustainable school Include research into modern learning environments into the implementation of a five-year property plan Engage in student-centred action projects in the school and the community All acts are known to parties Communication is effective and varied to meet all parties' needs 	Outcomes/Evidence <ul style="list-style-type: none"> The school environment reflects the school vision and philosophy and celebrates the diversity of our learners The school has made progress towards its goal of becoming a sustainable school Students can describe their participation in action projects Our school environment reflects the tenants of the modern learning research All acts associated with schools are adhered to Clear, effective communication is in place
Kāhui Ako (4) <ul style="list-style-type: none"> To actively support the Kāhui Ako through the focus on well-being Building resilience and competencies in the well-being space for staff and students to improve the mindset and learning outcomes for all 	
Practice/Action <ul style="list-style-type: none"> Appointed staff (AST, WST) actively leading development of goals Staff, students and community actively participating in all aspects of development and activities Across School liaisons established Inquire into effective tools for Well-being across Kāhui Ako Develop strategies for change management to support the implementation of a Well-being programme 	Outcomes/Evidence <ul style="list-style-type: none"> Increased staff knowledge and understanding of the importance of Well-being for themselves and their students Consistent tool(s), methods in place across schools An effective programme in place to commence Well-being across all schools and to have the ability to gauge effectiveness
Whānau and Community (5) <ul style="list-style-type: none"> To foster a safe and welcoming environment where Whānau and community partnerships are nurtured and strengthened To actively engage our Whānau and community in all aspects of school life 	
Practice/Action <ul style="list-style-type: none"> Varied opportunities in place for Whanau and community to be involved in all aspects of students learning and activities 	Outcomes/Evidence <ul style="list-style-type: none"> Whānau and community actively involved in Curriculum design, programmes and everyday learning

Annual Section 2019

Learning Culture/Achievement

Annual objective: To use inquiry, collaborative and problem solving practices to improve professional capability to impact on the learning and achievement of our learners

Focus	Actions	Time/Responsibility/Resourcing	Evaluation/Reflection
<p>Science Building teacher capability, confidence and effectiveness in planning and teaching of Science. Implantation of the Science capabilities</p>	<ul style="list-style-type: none"> • Professional Development through staff, team meetings and individual mentoring • Development of a learner’s matrix/stages of progression • Development of a resource bank 	<ul style="list-style-type: none"> • Terms 1 – 4, Karen • Budget: \$5,000 • HUB team 	
<p>STEAM Building teacher capabilities, knowledge and effectiveness in planning and delivering STEAM programmes in class. Refining learning environments</p>	<ul style="list-style-type: none"> • Online opportunities “Using Technology Better” education team – whole staff STEAM PD • Refining teacher and learner’s role – development of effective partnership model • Development of learning progressions • Using thematic approach to implement effective programmes 	<ul style="list-style-type: none"> • Terms 1 – 4, using online resources, Claire and Trish • Budget: \$5,000 	
<p>Teacher Inquiry Strengthen Teacher Inquiry practices</p>	<ul style="list-style-type: none"> • Develop strategies to infuse a culture of inquiry across the school 	<ul style="list-style-type: none"> • Ongoing, Senior Management 	
<p>Teacher Effectiveness An effective, across school process in place to bring consistency in effective curriculum delivery</p>	<ul style="list-style-type: none"> • Development of a ‘Learning Pathway Model’ to bring consistency across school • Professional development where identified in target areas 	<ul style="list-style-type: none"> • Term 1, HUB • Advisors to support teams • Budget: \$2,000 a term 	

Inclusive Education and Environments

Annual objective: strengthen differentiated teaching and learning opportunities in classrooms so all learners can benefit from skilled teachers/support staff whilst learning alongside their peers

Focus	Actions	Time/Responsibility/Resourcing	Evaluation/Reflection
<p>Learning Pathways Variety of programmes in place to meet student's needs and interest through cultural and developmental means.</p> <p>To further grow in school wrap-around practices for the support of learners with learning and/or behavioural needs</p>	<ul style="list-style-type: none"> • Expansion of various cultural groups besides Kapa Haka to include Pasifika, and Asian (Nepalese) • Expansion of Tama Tao and Wahine Toa programmes • Development of alternative programmes to support social and learning needs • Learning Through Play to continue development and focus • Flexible Learning Professional Development continues • Individual learning/behaviour plans in place • Progress and Achievement of priority learners/behaviour and practices for meeting their needs will be part of team, PLG, appraisal conversations with teachers • Support staff will engage in responsive just in time PD learning opportunities 	<ul style="list-style-type: none"> • Multi-cultural society (PNCC) – Sharron • Budget: \$1,000 • Jason/Maryanne • Debbie, Tracy and Celina • Budget: \$1,000 • Judie • Budget: \$1,000 • PD • Budget: \$5,000 • SENCO (Debbie) • Outside agencies • PB4L Committee • Senior Management • SENCO - Debbie 	
<p>To grow opportunity for Pasifika identity</p>	<ul style="list-style-type: none"> • To further imbed Pasifika culture into school practices • Further opportunities provided for parents of Pasifika learners to share their views and provide input and have learning outcomes shared 	<ul style="list-style-type: none"> • Senior Management • Team Leaders 	

School Environment

Annual objective: to complete planning and then undertake projects as defined in the 10YPP and the 5YP

: to manage and prioritise our human and physical resources to achieve a creative, safe environment

Focus	Actions	Time/Responsibility/Resourcing	Evaluation/Reflection
School Plans for remodel Cultural connections developed further Enviro-School development continued Open door policy	<ul style="list-style-type: none"> Remodelling of Rooms 5 and 6 completed Plans developed to reflect Roslyn School's multi-culturalness through input from all parties Welcoming and inviting environment in place ENVIRO Plan in place 	<ul style="list-style-type: none"> Property Manager – Paul Patel BOT All Staff 	

Kāhui Ako

Annual objective: to continue to develop strong relationships across all roles, parties and schools for an effective outcome

Focus	Actions	Time/Responsibility/Resourcing	Evaluation/Reflection
Involvement from all parties	<ul style="list-style-type: none"> Attendance to gatherings such as Across School meetings/workshops/BOT/Parents/Community/Staff, within and out of school 	<ul style="list-style-type: none"> AST – Debbie WST – Kirsty and Jason Principal 	

Whānau and Community

Annual objective: to encourage a more active involvement in all aspects of school activities and learning

Focus	Actions	Time/Responsibility/Resourcing	Evaluation/Reflection
Partnership with learning PB4L known to all parties and acknowledged Community voice	<ul style="list-style-type: none"> Workshops to support students learning Effective communication through <ul style="list-style-type: none"> Conferences Informal Hui PB4L system reviewed and communicated to all parties Reviews needing feedback: Sexuality (see Self-Review Folder 2018) 	<ul style="list-style-type: none"> Term 1 Staff Term 1 – PB4L team Senior management 	

Meeting of Governance and Legislative Requirements – Board of Trustees Goals

Strategic Aim: to, through effective governance, provide direction and coherence to the operational leadership and management of Roslyn School through, school policies, Strategic and Annual Plans, self-review and reporting, and the governance practices of the Roslyn School Board.

Planned Actions

For the Board of Trustees to engage in professional learning to support their governance and development role within the school.

Property

Undertake 5YP and projects identified and completed successfully

Compliance with the Health and Safety in Employment Act 2015 and all associated guidelines by:

- Updating the implementation of the Roslyn School Health and Safety management procedures
- Continuation of Board of Trustees Health and Safety Sub Committee to monitor meeting of health and safety processes and outcomes
- Informing staff of roles/responsibilities concerning hazards and other health and safety matters
- Ensure all electrical compliance testing has been completed
- Emergency evacuation test, once per term