



SELWYNRIDGE

Charter and 2020 Annual Plan

Kia Hokahoka Kahurangi



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 and community as well as to the government.

MOE Number 6945

1.10.19

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INTRODUCTION

The Selwyn Ridge School Board of Trustees and leadership team have great pleasure in presenting our 2020 Charter for teaching and learning. This charter takes into account all the excellent work that has gone before at the school and provides a future focus for 2020 and beyond. The Charter is a living document and is revisited on an ongoing basis. This document gives a framework for the future and provides a plan for the implementation of the New Zealand curriculum at Selwyn Ridge School.

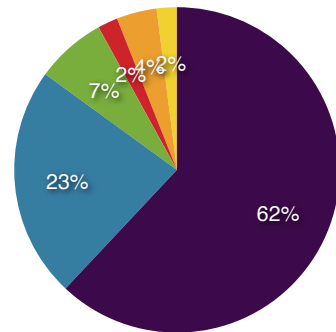
School Background and Description

Selwyn Ridge school is located in Welcome Bay, Tauranga. The school was established in 1997 to cater for a growing community.

The school currently has a roll of between approximately 450 and 540 students. The school is governed by an enrolment zone to prevent overcrowding and draws most students from close proximity. Selwyn Ridge is a contributing school (year 0-6) and at the end of the 2019 school year had a roll of 532 students.

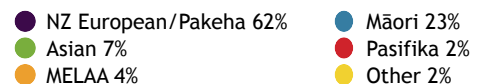
Within this cohort the ethnic makeup was:

New Zealand European / Pakeha-	62%
Māori -	23%
Asian -	7%
MELAA -	4%
Pasifika -	2%
Other	2%



At Selwyn Ridge School our vision for learning is:

Learners Soaring High
Kia hokahoka Kahurangi



Growing mind, heart and toolbox - whakāro, manawa, kete.

SELWYNRIDGE
Learners Soaring High
Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete

As a school we strive to be the best we can be. On going focus questions are 'What is powerful learning?', and 'What is it powerful to learn?'. Practices are aligned so that support for the best possible teaching and learning is linked to our shared vision.

We aim to create powerful learning through the use of conceptual curriculum and meaningful learning contexts, and to create a positive and challenging learning environment with excellence in core curriculum areas of literacy and mathematics. The Selwyn Ridge Curriculum is infused with the Principles, Values and Beliefs of the New Zealand Curriculum. As a learning community, we promote a Values and Vision based approach. Decisions about learning are based on rich concepts and enable students to make connections and see real purposes for their learning.

INTRODUCTION

A further key teaching and learning principle is personalising learning for our students. With our school vision firmly in the centre of all we do, we consider readiness, interest and learning preferences when planning what we teach, how we teach, and how we assess.

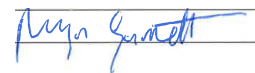
A key ingredient for ensuring high quality outcomes for our children is to continue our practice of appointing high quality staff. It is one of the most important things we do. The Best Evidence Synthesis (MOE 2003) highlights the evidence about the importance of quality teaching as a 'key system for raising achievement and reducing disparity.'

Teaching and support staff are supported through effective governance from a committed board of trustees who share the same goals for high quality outcomes for all children.

At Selwyn Ridge, we celebrate learning and achievement. We are committed to providing a learning community that is a safe place for all to thrive, where heart matters and we value a holistic approach to learning.

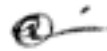
We look forward to 2020 being a year of great progress and achievement towards our school vision.

Robyn Garrett



Chairperson BOT

Craig Price



Principal

At Selwyn Ridge all our strategic planning is learning focussed. This means that all our decisions are based on children's learning and on supporting quality teaching and learning programmes.

We think about:

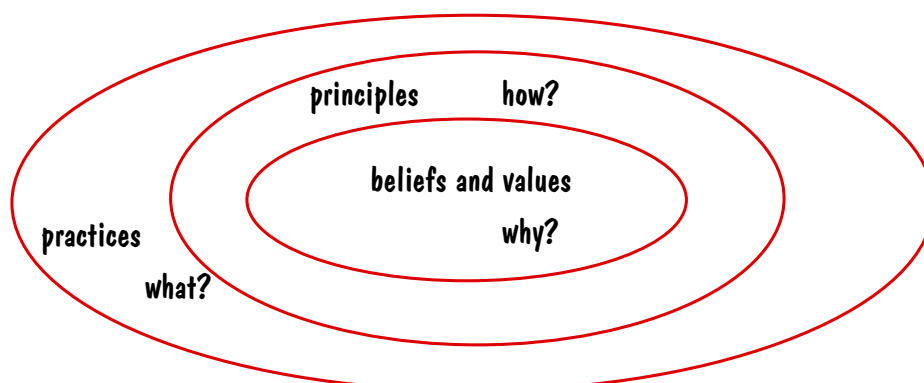
what learning is taking place?

how does what we're doing help us achieve what we value?

how does it aid learning based on what we know about how children learn?

This ensures that our values and beliefs as a learning community are at the forefront of all that we do.

Ensuring alignment of our vision to practice is of most importance. The following model is used in ensuring alignment.



SELWYN RIDGE SCHOOL

OUR VISION

SELWYNRIDGE

Learners Soaring High

Kia Hokahoka Kahurangi



Growing
mind, heart and toolbox:
whakāro, manawa, kete

SELWYN RIDGE SCHOOL

PERSONALISING LEARNING AT SELWYN RIDGE

The Essence of Personalising Learning

Students who are the same age differ in readiness to learn, interests, learning preferences, experiences, and life circumstances. The differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn, and the support they need from teachers and others to learn it well.

'Personalising learning is about taking a structured and responsive approach to each child and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning.'

Christine Gilbert

Teaching and Learning in 2020 Review

Key Principles of personalising learning

- Building a learning community in the classroom
- Expectation of all learners to succeed and reach potential as active learners
- Deliberate planning for progression and differentiation
- High expectation of progress whether the learner is at, above or below expectations
- Active participation, fulfilment and success
- Teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep learners focused
- Rigorous assessment to inform and maintain learner progress
- High quality teaching and learning
- Learning that is built on prior learning, responds to student voice, considers strengths, interests, talents and passions
- High involvement and engagement of the learner

At Selwyn Ridge Primary, the commitment to personalising learning is based around the following:

Differentiation- An approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curricula.

Student Voice- Recognition of the crucial role of learners in the learning process. Learners having a say in what, how and when they learn. Teachers as facilitators recognising learners needs, interests, aspirations and preferred ways of learning and involving them purposefully in the process of planning, assessing, goal setting and reflecting on learning.

" If fostering dispositions for life-long learning is seen as important, and if strengthening key competencies is seen as an important means of achieving this goal of long-term learning, we need to explore ways of including students in making judgements about their learning. Of course, this has to be done without relinquishing professional responsibility for gathering assessment feedback or to report for accountability purposes. We need to blend the best of what we know already with some newer strategies that give more prominence to the students' own judgements." Rosemary Hipkins

Learning Beyond the Classroom- Learning beyond the classroom acknowledges learning happens anywhere, anytime. It is not restricted by time, place or other barriers and should be tailored to the continuously modified individual learners requirements, abilities, preferences, background knowledge, interests, skills etc. Students will learn best when they can make a connection between the curriculum and their interests and life experiences. In out-of-school contexts learning occurs in authentic and natural settings where students performance of tasks is often better than when they undertake similar tasks in a school setting.

Learning to Learn-Engagement- Not only with the content of what is being learned and taught but involvement and awareness of the learning process. Students and teachers need a common language of learning and reflection on learning and what needs to happen to improve achievement and take responsibility for furthering progress. Learning to learn involves developing knowledge, skills, and capacity in metacognition.

KIC-START - A KEY APPROACH TO TEACHING AND LEARNING

A learning model, developed by Selwyn Ridge in 1999, KICStart stands for Kids in Charge Start Learning. It is a process that empowers children to be inquiring learners. KICStart encourages children to take ownership of their learning while integrating information and communication technologies and information literacy skills in a purposeful way. This process is able to be used across the curriculum and through our conceptual curriculum approach.

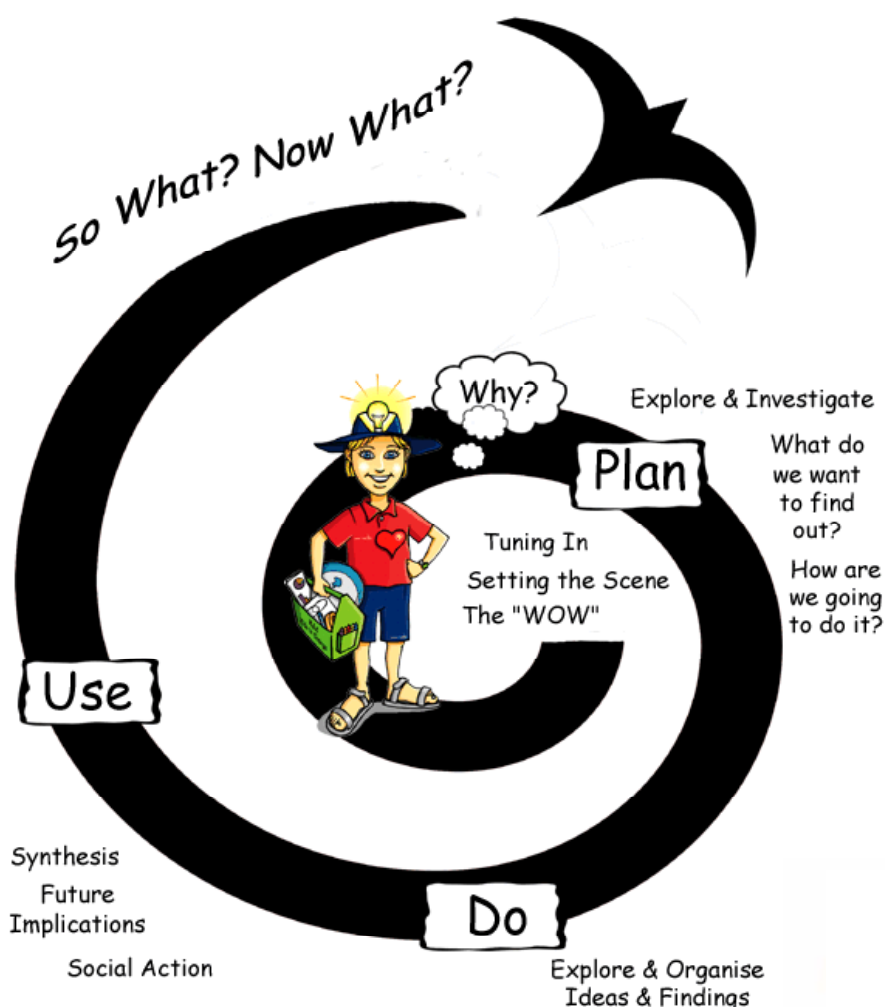
KIC Start Learning (principles/philosophy underlying this inquiry learning model)

- recognition/encouragement of children's role in their own learning
- development of independent, self reflective, information literacy skills
- teacher's role as guide/facilitator/coach
- learner driving the process
- thinking about learning
- considering future implications, going further and making connections
- considering 'what learning is taking place?'
- evaluation of process
- how learning can be improved
- thinking more critically
- children encouraged to articulate next learning steps and challenges

'Negotiating the curriculum means deliberately planning to invite students to contribute to and to modify, the educational programme, so that they will have a real investment both in the learning journey and in the outcomes.'

(Boomer cited in Scott, 1999)

THE KIC-START MODEL



OUR LEARNER MAP - 'KID ON THE RIDGE'

The Kid On The Ridge was developed in 2002. As a school community we identified key attributes that we would like to develop in our learners. Ideas were developed and the Kid On The Ridge created as a visual representation.

The Kid On The Ridge is used in the development of curriculum plans, units of learning, and when reflecting and reviewing what and how we teach.

SELWYNRIDGE

Learners Soaring High

Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete

whakāro - mind

knowledge and awareness

- knowing about self
- knowing about others
- knowing about values and morals
- knowing about the environment
- knowing about our world (global awareness)

manawa - heart

my attributes, attitudes and values

- to be co-operative
- to be resilient
- to be a risk taker
- to be interdependent
- to be caring
- to be positive
- to be creative
- to work toward self improvement
- to have a sense of humour
- to persevere
- to be passionate
- to be flexible
- to be independent

kete - tool box

skills and strategies for life

- interaction with others
- social
- communication
- thinking
- critical
- creative
- rational
- problem solving
- personal management
- organisational skills
- learning to learn
- goal setting
- wise choices
- metacognition
- work and study skills
- physical skills

the enablers

- literacy
- numeracy
- information literacy

LEARNING AND TEACHING WITH TE REO AND TIKANGA MĀORI

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

Te reo Māori is the foundation language of Aotearoa New Zealand and an official language under the Māori Language Act, 1987. The Treaty of Waitangi recognises it as a taonga and guarantees its protection.

-Selwyn Ridge Primary has policies, practices and action plans that reflect New Zealand's cultural diversity and that meet the needs of its Māori and Pacific Island students

-children have tikanga Māori and te reo Māori integrated through learning programmes

-parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible

-an active kapahaka programme is available for all those students who wish to take part

-twice yearly consultation takes place with whānau

Principles

- * Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- * Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- * By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- * Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- * As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others.

Further Reading/References

Kahikitia - The Māori Education Strategy 2014 - 2017

Tātaiako Cultural Competencies for Teachers of Māori Learners -NZ Teachers Council and Ministry of Education

Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki- Curriculum Guidelines for Teaching and Learning Te Reo Māori



SUPPORTING LEARNERS WITH SPECIAL EDUCATION NEEDS

We focus on developing an inclusive learning culture to ensure all of our learners develop a positive identity and sense of belonging, are able to participate fully and are taught well. Embedding opportunities within a responsive classroom environment and curriculum differentiation are fundamental principles in planning for and meeting needs for learners identified with special educational needs and/or abilities.

Key Principles:

- best practice for all learners
- high expectation of progress whether the learner is below, at or above expectations
- early identification to enable the learner to access the curriculum
- practices that are responsive to the needs, interests and strengths of learners
- open, ongoing consultation with family to strengthen pathways
- inclusive practices that enable learners to be successful with peers
- a school learning community with responsive classroom environments that engage learning
- learners who feel valued, are motivated and actively engaged
- supports ie; teacher aides, RTLB, RT Lit, GSE, SLT working alongside teachers within classroom environments wherever possible to develop strong learning relationships
- ongoing development of initiatives that meet specific needs of cohorts
- leaders engaging in regular analysis of cohort progress and achievements across the curriculum

We know that every learner enrolled at Selwyn Ridge Primary is different and comes to school with different needs, strengths, abilities and different challenges and sensitivities. Our role is to create an inclusive community that celebrates the uniqueness of all children and focuses on meeting the needs of all learners. We recognise that some learners require particular educational requirements to support learning, communication, social/emotional, behaviour, sensory, physical, health needs and/or abilities. Special educational needs may range from a learner with severe and complex disability to a child who has ill health. He or she may have difficulty learning, communicating or behaving. Sometimes a learner will have a specific need. At other times, a learner may have a complex combination of needs. Special education needs range from learner to learner. They can be short term or long lasting. At Selwyn Ridge, considerations for these learners are followed by procedures for supporting learners with special educational needs and/or abilities. These procedure are read in conjunction with the Special Needs or Abilities Policy



Children have the right to a quality education that prepares them for lifelong learning beyond the horizon: uncertain career options and a repertoire of possible selves

Margaret Carr 2011

THE INTEGRATION OF INFORMATION TECHNOLOGY

VISION

For digital learning technologies to be seamlessly and effectively integrated into practice - to enhance and enrich teaching and learning programmes, and provide opportunities for teachers and Kids on the Ridge to soar high.

The effective use of ICT's as a tool for teaching and learning has always been a key aspect of the Selwyn Ridge learning culture. In realising the potential of ICT we encourage whole school innovation that enhances learning opportunities and outcomes across the curriculum.

We believe that ICT should be viewed as an integral part of the learning process and not as an added extra. The natural integration of ICT has been fundamental in the development of the KICStart learning model. The development of information literacy skills is a core aim of our philosophy for ICT use. The Ministry of Education in the ICT Strategy for Schools defines information literacy as:

"... the combination of knowledge, understandings, skills, and attitudes that our students need in order to fully contribute as members of society in the information age. When students become information literate, they develop an ability to select, interpret, evaluate, manipulate, and present information."

In this type of environment learners have more ownership of, and responsibility for, their learning. As part of this environment ICT enhances learning and provides opportunities:

- for collaborative learning
- to access a wide range of information sources
- for learners to be further motivated in their learning
- for learners to develop problem solving, critical thinking and higher order thinking skills
- to develop a wide range of information skills in meaningful contexts
- to produce work using a variety of multimedia
- for children to use another tool to express themselves

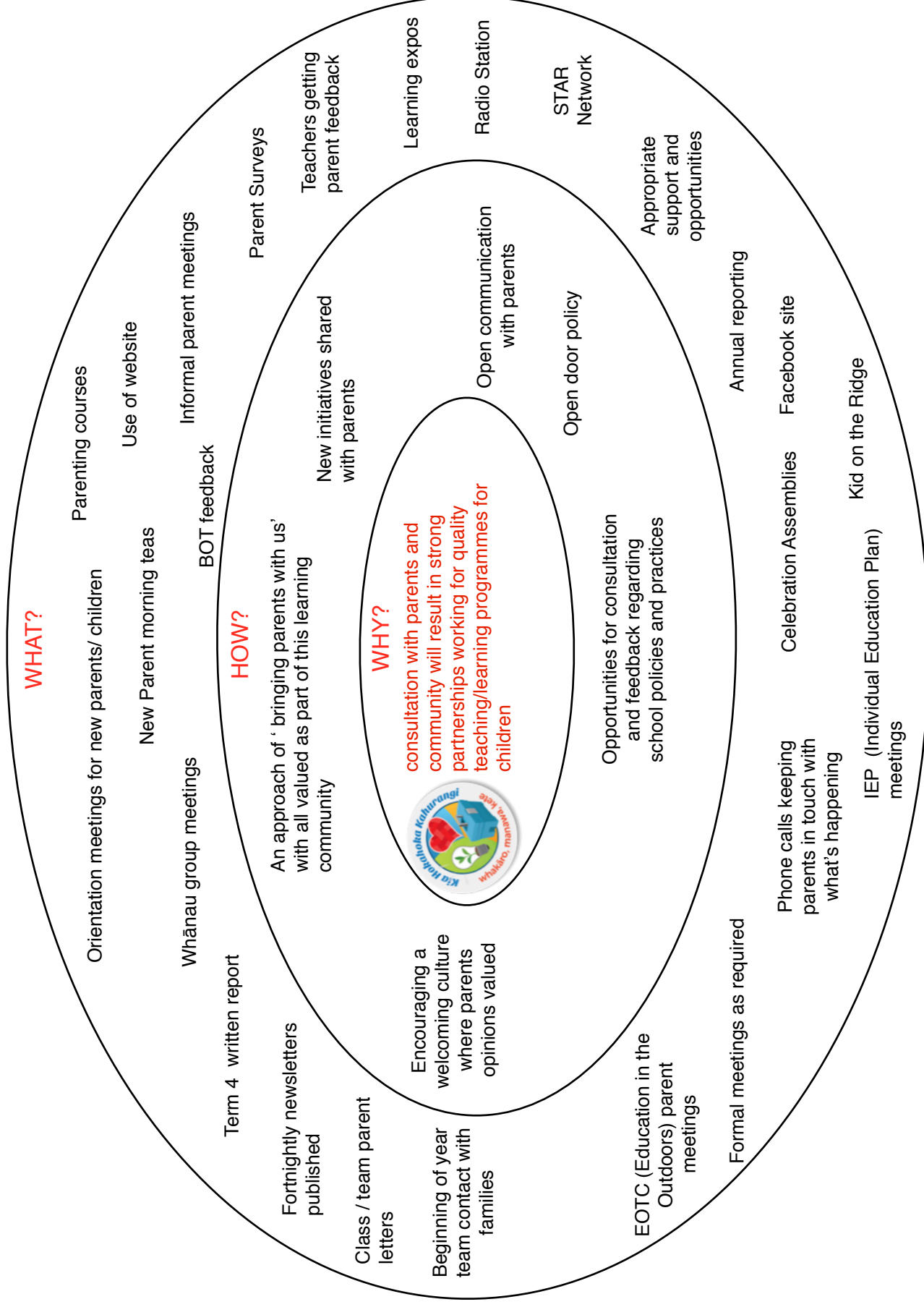
Information and communication technology has a major impact on the world in which young people live. Schools should explore not only how ICT can supplement traditional ways of teaching, but also how it can open up new and different ways of learning. New Zealand Curriculum 2007

In 2020 the Technology learning area has been revised to strengthen the positioning of digital technologies in The New Zealand Curriculum and Te Marautanga o Aotearoa. This is for all students from year 1–13. The goal of this change is to ensure that all learners have the opportunity to become digitally capable individuals.

The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. It will provide students with even broader opportunities to learn in and about technology, informed by the new content around computational thinking and designing and developing digital outcomes.



Consultation with Parents and the Community



Strategic Section

Overview of Strategic Priorities - three to five years 2020 - 2023

- Learning Culture and Achievement (1),
- Areas of National Priority (2)
 - Inclusive Education
 - Māori achievement
 - Pasifika achievement
- I.T. FOR LEARNING(3)
- School Environment (4)



<p>Learning culture and Achievement (1)</p> <p>To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.</p>	<p>Overview of Strategic Priorities 2020 -2024</p>		<p>Areas Of National Priority (2)</p> <p>Inclusive education (a)</p> <p>Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.</p> <p>Māori Achievement (b)</p> <p>Māori students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p> <p>Pasifika Achievement (c)</p> <p>Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p>
<p>IT for Learning (3)</p> <p>To develop effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.</p>	<p>Mission Statement:</p> <p>Growing the mind, heart and toolbox.</p> <p>Whakāro. Manawa. Kete.</p> <div></div> <p>Vision:</p> <p>Kia Hokahoka Kahurangi.</p> <p>Learners Soaring High</p> <div></div>		
<p>School Environment (4)</p> <p>To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.</p>			

Strategic Planning/Intent - Three to Five Years 2020 - 2023

Learning Culture and Achievement (1)

To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> Continued explicit teaching and communication of 'Kid on the Ridge' qualities and capabilities as a vehicle for fostering unity and values in the school and community KIC Start Learning - continuing development on the philosophy behind inquiry learning and practices that contribute to it Implementation of the Enviroschools programme as a tool to grow conceptual curriculum practices and to provide authentic, purposeful and sustainable foci Further growth of learning opportunities beyond the classroom / inter-curricular- i.e Media opportunities, Radio Station, in the arts, EOTC, Enviro-schools Continued use of whole staff and team meetings as forums for professional learning: developing practice and efficacy in teaching as inquiry, learning to learn, personalising learning, student empowerment, clarity in teaching and learning and collaborative teaching and learning Teacher appraisal and attestation processes 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. 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 The 3 way conference model where learners work alongside teachers and caregivers to identify learning progress and next pathways for learning is embedded Curriculum benchmarks and illustrations will be communicated clearly to students, teachers, support staff and community Priority and target learners will be clearly identified, followed by deliberate tailored teaching and ongoing monitoring of progress and achievement Further development of accelerated learning practices to ensure the achievement of at risk learners To grow Te Tiriti O Waitangi Partnerships, Participation and Protection 	<ul style="list-style-type: none"> Principles and practices of the Selwyn Ridge curriculum are evident in all planning and curriculum decision making The school vision, Learners Soaring High - Growing Mind, Heart and Toolbox, is embedded in practice with all stakeholders having understanding of its purpose in supporting teaching and learning The Enviro-schools programme and key principles are embedded in the Selwyn Ridge School curriculum and in practice across the school A wide range of learning opportunities are available across the curriculum and used to support learning in core curriculum Teachers are proficient in using teaching as inquiry to enhance student achievement 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 Stakeholders have clarity around curriculum expectations. Whānau / family are clearly informed of their learners 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

Learners of National Priority (2)

Inclusive Education (a)

Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.

Practice / Actions	Outcomes / Evidence
<p>Build teacher capacity to differentiate programmes to meet the diverse needs of learners, including those with special education needs</p> <p>Regularly monitor resourcing decisions to maximise outcomes for students</p> <p>Forge strong relationships with outside agencies</p> <p>Providing a Special Education Needs Co-ordinator (SENCO) role to prioritise outcomes for learners with special needs and design and oversee programmes</p> <p>Providing regular professional learning opportunities for the SENCO and staff members to build their capacity to maximise opportunities and achievement for learners with special needs</p>	<ul style="list-style-type: none"> • The school provides a high quality education tailored to suit the individual needs of learners in a safe respectful learning environment • The input and aspirations of families of learners with special needs are valued and included in school programme development • Children with special education needs are fully engaged in school activities and are making appropriate progress in their learning

Māori Learners (b)

Māori students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> • Widen our network with whānau, hapu, iwi within the school and across our community • 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 practise the use of te reo and tikanga Māori • Provide learning opportunities for staff in Kahikitia - and Tataiako - Cultural Competencies for Teachers of Māori Learners • Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners 	<ul style="list-style-type: none"> • The school has key connections with local whānau and iwi • 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

Pasifika Learners (c)

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> • Provide learning opportunities for staff in the Pasifika Education Plan • Gather and analyse cohort achievement data, investigate trends and learning gaps and design programmes to accelerate progress for at risk learners • Provide a forum where the input of parents of Pasifika learners can be valued and learning shared • Ensure learning resources, opportunities and celebrations of events reflect the Pasifika culture 	<ul style="list-style-type: none"> • Staff are aware of and programmes are infused with the principles and practices outlined in the Pasifika Education Plan and Tapasa • Input from families of Pasifika learners is included in school decision making

IT for Learning (3)
To develop effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> • Further develop systems and procedures for supply, access and learning through IT • Continue to provide powerful opportunities for staff and students to expand their ability to learn and teach with IT • Clearly set expectations for the communication of learning through IT • To grow use of our Student Management System as a tool for enhancing school and classroom administration, planning, assessment and reporting • Prioritise resourcing to develop leadership and expertise in IT in learning • Implementation of the Digital Technologies strand of the Technology curriculum 	<ul style="list-style-type: none"> • All classrooms have an online presence to engage and communicate with whānau / families and to share and celebrate learning • All staff are competent in the use of IT to enhance achievement and to share and celebrate learning • Our school reputation as a leader in the use of IT to enhance learning is consolidated • The school Student Management System is used effectively to support teaching and learning programmes and enhance achievement • All students develop an understanding of computer science principles that underlie all digital technologies. Students learn how to design quality, fit for purpose digital solutions.

School Environment (4)
To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.

Practice / Actions	Outcomes / Evidence
<ul style="list-style-type: none"> • Develop the school environment to incorporate further elements of the school vision and philosophy • 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. • High quality opportunities for Education Outside the Classroom enhance learning opportunities 	<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 demonstrated progress towards its goal of becoming a sustainable school • Students can describe their learning from participation in action projects and EOTC experiences • Our school environment reflects the tenets of modern learning research



Annual School Improvement Plan

2020 Start of Year Assessment Information

- Reading achievement
- Writing achievement
- Mathematics achievement
- Cohort achievement

Annual Plan Priority Areas 1 and 2

- Learning Culture and Achievement (1)
 - Student Achievement - curriculum;
Literacy - Foundations for learning (year 2)
Writing - Steps Web, Bounce Back Resilience, Garden to Table

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

- Inclusive Practice
- Learner Agency
- Commitment to tangata whenuatanga and Te Tiriti O Waitangi partnership
- Pasifika learners
- I.T. for Learning- Digital Technology Curriculum Implementation
- School Environment

Meeting of Governance and Legislative Requirements

Charter Supporting Documents



ANNUAL PLAN PRIORITY 1 - Learning Culture / Achievement

Strategic goal - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Baseline data: Year 1 2019 Reading Achievement - 41% below expectation. Year 1 2019 Writing Achievement - 44% below expectation. New entrants entering the school with foundational gaps as evidenced by Shelley Handley case study 2019.

Annual Goal: To accelerate progress of year 1 and 2 and targeted year 3 students performing below expectation in literacy.

Annual Target: To implement the Foundations for Learning framework to assess foundational needs and design learning to target gaps leading to accelerated achievement in literacy.

Key Improvement Strategies - Foundations for learning

When:	What:	Who	Indicators of progress
27 January	Professional learning overview of Foundations For Learning by Clarity Education	All teachers of year 1 to 3 learners	Year 1 - 3 teachers complete professional learning. Overview of programme and begin implementation
By term 1 week 4	Year 1 and 2 and targeted year 3 children assessed. Moderation of practice	Year 1 and 2 teachers, Shelley Handley and Clarity Education facilitator	Assessments complete and analysed. Cohort trends and gaps established.
Term 1 week 6	Unpack data and design learning to target gaps	Year 1 and 2 teachers	Teaching / support practices implemented. Class and child monitoring procedures established.
Term 1 week 6	Targeted programme for year 2 and 3 learners identified with foundation gaps	Shelley Handley, Year 2 and 3 teachers. Teaching assistants	Foundational learning gaps identified. Programmes for meeting needs established.
Term 1 week 9	Team meeting review of data. Early indications of who has made progress? Why? How do we know? What do we need to continue?	Year 1 teachers	Progress indicators shown through class and individual maps. Cohort trends evaluated.
Term 1 week 10	Leadership team review meeting. Progress report. Next steps. Update report to BOT.	Leadership team. Clarity Education	Progress reports used as basis for term 2 structure. Update shared with BOT
Term 2 weeks 1-5	Term 2 meeting dates set in term 1 review meeting. Modelling and observations with 1-1 feedback followed by team meeting.	Clarity Education. Year 1 and 2 teachers	All year 1 and 2 teachers have observation and modelling with feedback.
Term 2 week 6	Support staff PLD. Team meeting - data analysis. Unpacking progress. Year 3 progress update.	Support staff Year 3 teachers	Year 2/3 progress through gap analysis, Support staff confident with supporting foundations for learning
Term 2 week 9	Leadership team review meeting. Progress report. Next steps. BOT update.	Leadership team. BOT	Progress reports used as basis for term 3 structure. Update shared with BOT
Term 3 week 1-5	Term 3 meeting dates set in term 2 review meeting. Modelling and observations with 1-1 feedback continues followed by team meetings.	Clarity Education. Year 1 and 2 teachers	All year 1 and 2 teachers have further observation and modelling with feedback.
Term 3 week 6	Team meeting - data analysis. Unpacking progress.	Year 1 and 2 teachers. Clarity education	Progress indicators shown through class and individual maps. Cohort trends re-evaluated.
Term 3 week 9	Leadership team review meeting. Progress report. Next steps. BOT update.	Leadership team. Clarity Education BOT	Progress reports used as basis for term 3 structure. Update shared with BOT
Term 4 weeks 1-5	Further teaching and team meeting to review impact of programme.	Year 1, 2 3 teachers	Planning and design of practice to target gaps. Progress and achievement.
Term 4 week 6	Overall assessment report complete for analysis of variance. BOT reporting. Planning for 2021.	Leadership team. Clarity Education BOT	Annual report and analysis of variance completed. Presented to BOT. Plans for 2021 begin development.

Monitoring: Ongoing monitoring by teachers and leadership team. Termly monitoring and reporting of progress against gaps identified in initial assessment. Progress report to BOT end of term 1, end of term 2 and end of term 3. Learner conferences week 5 term 2 and week 5 term 3.

Resourcing:

Professional Learning Support of 100 hours from Ministry of Education for Clarity Education to support professional learning. Release for teachers for initial assessments. Purchasing and development of resources.

ANNUAL PLAN PRIORITY 2 - Learning Culture / Achievement

Strategic goal - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual Goal: To accelerate progress of students performing below expectation in literacy. Growing mind, heart and toolbox.

Annual Target: To accelerate progress and achievement of learners achieving below our expectation in writing by the end of 2020.

Baseline data: 2020 start of year writing achievement - below expected curriculum achievement level - years 3 - 6 = 28%. Boys = 37%.

Key Improvement Strategies

When:	What:	Who	Indicators of progress
27 January	Steps Web professional learning for for teachers of year 2-6	Teachers from years 2-6	Professional learning complete. Teacher professional knowledge developed.
Week 1-3 term 1	Classes, students and teachers registered for Steps Web Class sets of headphones purchased	Teacher Assistant Classroom teachers Lead teachers	Parent communication. Registration process complete for StepsWeb. Headphones distributed. Further staff professional learning.
Week 5 term 1	Steps Web student assessment. Analysis of results. Programme implementation begins. Parents contacted to support StarGame resource making. Parent information evening - Night School	Teachers. Parent support group	StepWeb assessment completed. Results analysed and evaluated.
Week 7 term 1	Visual discrimination test administered Analysis. Gaps identified.	Teachers. School Leadership	Visual discrimination assessment complete with gap analysis
Week 9- term 1	From assessment, Identification of children to move to supplementary book resources to support Steps Web online, Review and Initial impact report for school leadership and BOT on Steps Web.	Teachers, School Leadership, BOT	Target learners for supplementary programme identified and support programme underway. Progress report presented to BOT
Term 2	Implementation of Steps Web programme. Supplementary programme for identified learners,	Teachers, teacher assistants	Programmes successfully implemented Ongoing monitoring of impact
Term 2 Week 5	Ongoing monitoring of progress. Learner conferences week 5.	Teachers, Leadership	Learner conferences sharing individual progress complete. Mid term reports to share progress and achievement
Term 2 Week 9	Term 2 review. Progress and achievement impact. Writing achievement AsTTle. Update report for BOT	Teachers, School Leadership, BOT	Progress report presented to BOT
Term 3	Continuation of Steps Web programme.+ supplementary programme	Teachers, Teacher assistants	Programmes successfully implemented. Ongoing monitoring of impact
Term 3 Week 5	Ongoing monitoring of progress. Learner conferences week 5.	Teachers, Leadership	Learner conferences sharing individual progress complete.
Term 4 weeks 6	Assessment and evaluation of progress and achievement for Steps Web. 2021 recommendations.	Teachers, School Leadership, BOT	Annual report and analysis of variance completed. Presented to BOT. Plans for 2021 begin development.

Monitoring: Assessments - Steps web Spelling. AsTTle writing continuum end of each term. Monitoring in teams (horizontal and vertical). Progress reports for leadership team, BOT. Learner conferences to share progress and achievement.

Resourcing:

Steps Web Licensing - \$5000

Headphones - \$3000

Staffing support (teacher assistants) for teaching of remedial programme for identified target learners.

About STEPS Web literacy support programme for years 2 - 6.

StepsWeb is an online literacy program. It is suitable for all ages from 5 to adult and it can be used on any device. StepsWeb is suitable as a school resource, or for home users. There is a strong emphasis on language awareness, so it helps to develop vocabulary and comprehension skills. Professional learning for teachers from year 2-6 and ongoing formative assessment and monitoring integrated.

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Inclusive Practice

Strategic aim - Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.

Annual objective: Strengthen differentiated teaching and learning opportunities in classrooms so learners can benefit from skilled teachers / teacher assistants whilst learning alongside their peers

Planned Actions

All teachers analyse achievement and special needs data in the formation of team and class profiles. Learner profiles are reviewed to support learners with additional needs.

To further grow in school wrap-around practices for the support of learners with additional learning and/or behavioural needs

Progress and achievement of priority learners, and practices for meeting their needs will be addressed as part of regular appraisal conversations with teachers and in team meetings. An innovative and consistent approach to team profiles enables closer monitoring and further tailoring of programmes.

Teaching assistants will assist learning with groups and individuals within classrooms and beyond classrooms. Targeted professional learning for teachers and teaching assistants will further strengthen capacity to innovate and support programmes for at risk learners.

Commitment to tangata whenuatanga and Te Tiriti O Waitangi

Strategic aim - Māori students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement for learners who are Māori

Planned Actions

Commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership, participation and protection is evident across the school. In the school environment, teacher planning, events and appraisal processes.

Teachers infuse programmes with the principles and practices outlined in Ka Hikitia and Tataiako

Whānau hui held to collaborate, strengthen partnerships and grow opportunities for tamariki to Soar High

Termly mihi whakatau to welcome new learners to the school whānau.

Further prioritise resourcing and strategic planning to enhance development and promote leadership of Kapa Haka and Tikanga Māori programmes across our kura.

Pasifika Education

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Planned Actions

Gather and analyse Pasifika cohort data, investigate trends and design responsive programmes. Ongoing monitoring as part of curriculum review.

To support teachers with understanding and implementing of Tapasā - the Cultural Competencies Framework for Teachers of Pacific Learners

Continuation of Pasifika group for children to grow understanding and connection with Pasifika heritage. See Pasifika group annual plan.

Further opportunities are provided for parents of Pasifika learners to share their views, provide input and have learning outcomes shared

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Powerful Curriculum Implementation

Strategic aim - To enhance student achievement through a culture of continued improvement; developing teaching, learning and assessment capability in alignment with the New Zealand and Selwyn Ridge School curriculum.

Annual objective: To grow depth in the implementation of Selwyn Ridge learning principles and provide opportunities for children to Soar High across the curriculum.

Planned Actions

Conceptual curriculum - To continue to use a conceptual curriculum approach that targets key learning outcomes connected with the vision and principles of the Selwyn Ridge curriculum.

Learner Agency - To continue to strengthen learner agency through implementation of Kath Murdoch professional learning into inquiry and learner agency. Vertical and horizontal teams to be used as vehicle for continued professional learning.

Enviro-schools - To strengthen our school wide approach to the Enviro-schools programme. To complete a full review at the end of year and apply for Silver Enviro status.

Production - To hold a whole school musical production to celebrate the performing arts. This will involve all children having a role and performing for our school whānau. The learning from the production will be integrated into classroom learning and as a tool to further extend conceptual curriculum.

Garden to Table Programme - To implement the Garden to Table programme for year 4 classes. This will involve further development of gardens, planting, growing and then harvesting and cooking. Will be integrated with classroom literacy programmes. Employment of part time garden specialist and part time kitchen specialist as part of programme. www.gardentotable.org.nz.

Bounce Back - Implementation of the Bounce Back programme for year 3 and 4 learners. Bounce back is a multiple award winning positive education approach to wellbeing, resilience and social - emotional learning for primary school children. Pre and post assessment, monitoring of progress and impact reports form part of the programme.

Beyond the Classroom - To support opportunities for innovative learning beyond the classroom linked to conceptual curriculum goals. e.g stream and estuary monitoring, Zero waste, cycle safety, Kia Kaha anti bullying programme, radio station.

Curriculum Map for 2020

To grow the mind (whakaro), heart (manawa) and toolbox (kete)			Our Vision
Sustainability <i>We understand the connections that exist between people, cultures and the environment. We make choices and take action that lead toward sustainable outcomes.</i>			Key Concept
whanaungatanga and manaakitanga sustainable relationships (We are all connected to each other)	kaitiakitanga and kotahitanga sustainable environments (We are connected to the environment and the environment is connected to us).	he tangata and tikanga sustainable cultures (We are connected by our own culture and the culture of others)	Rich Concepts
<ul style="list-style-type: none"> Who am I and who are you? How are we connected to others? How do we establish and maintain positive and sustainable relationships? How do we express our own needs, wants and feelings and how do we allow others to do the same? 	<ul style="list-style-type: none"> How do our choices and actions impact the environment locally, nationally and globally? How can we take action to respond to social and environmental issues that exist locally and nationally? How do different cultures view, use and interact with the environment? 	<ul style="list-style-type: none"> How have the cultures of New Zealand been shaped and changed over time? How are we connected to different cultures? How do different cultures express themselves? How can we ensure our own and others' cultures are sustainable? 	Big Questions or Ideas
<ul style="list-style-type: none"> I understand myself, so that I may understand others. We all have rights, roles and responsibilities. We all have similarities and differences, this is what connects us, and also makes us unique. 	<ul style="list-style-type: none"> Our choices and actions have an impact on the environment. The environment has an impact on our choices and actions. Our environment is influenced by many interconnected processes and systems. As tangatowhenua of Aotearoa, Māori hold unique perspectives and knowledge of the environment. 	<ul style="list-style-type: none"> New Zealand has a rich cultural history that has been shaped by a range of events and people. Different cultures represent and express themselves in different ways. Cultural practices are a way of reflecting and expressing our customs, traditions and values. 	Deeper Understandings

I.T. For Learning - Digital Technologies Curriculum Implementation

Strategic aim - To develop effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.

Annual objective: To further grow effective practices in the use of IT to enhance teaching, learning, communication and student achievement outcomes.

Planned Actions

Professional learning for teachers and implementation of the new digital technologies content of the curriculum. Leadership from Rachel McLaughlan.

Support resourcing for leadership of IT across the school through provision of salary units.

Continue to develop and use SeeSaw and Facebook as tools for communication between home and school.

To improve online communication through an upgrade of the school website using UpSchool. Full development plan available.

All teaching staff use the online tool Arinui to support teaching as inquiry. Support and professional development provided for staff to use effectively.

Staff professional learning on the use of StepsWeb to support classroom literacy programmes.

School Environment (4)

Strategic aim - To enhance our environment to maximise aesthetics and promote teaching and learning opportunities in and beyond the classroom.

Annual objective: To further develop the school environment to incorporate further elements of the school vision and philosophy

Planned Actions

Mid school and playground surrounds developed.

Fitness trail installed alongside sports turf.

Vegetable gardens installed as part of Garden to Table project. Support from Good Neighbour and Tui Garden products.

Further development of plans for 5YA with Government School Improvement Package.



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 Selwyn Ridge School, through school policies, strategic and annual plans, self review and reporting, and the the governance practices of the Selwyn Ridge School Board.

Planned Actions

Board of trustees professional learning programme - NZSTA Training Modules. Deputy Chair role initiated - professional learning role

Property - Bringing forward of projects on 10 year property plan as part of Government initiative (School Investment Package). <https://www.education.govt.nz/school/funding-and-financials/funding/school-investment-package/> Selwyn Ridge School - \$339570. Plan, design and complete projects by end of 2021 school year.

Policies and Procedures for review and update in 2020 - SchoolDocs

Term 1 - Recognition of Cultural Diversity, Staff Leave, Separated Parents, Day to Day Care and Guardianship

Term 2 - Documentation and Self Review, Employer Responsibility

Term 3 - Learning support, Appointment Procedure, Child Protection

Term 4 - Classroom Release Time, Salary Units / Management Allowances, Privacy

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

- Updating and implementation of the Selwyn Ridge 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 electrical compliance testing has been completed
- Emergency evacuation test once per term
- Police Vetting for Non Teachers
- Length of school year / student attendance

The Charter, Strategic Plans and Annual Plans are supported by the following documents:

The Selwyn Ridge School Curriculum Implementation Plan

Selwyn Ridge School Policies and Procedures

The 2019 Annual Report

The 2020 Annual Budget

ICT Strategic Development Plan

Health and Safety procedures and Crisis Management plan

10 Year Property Plan / 5 Year Property Schedule