

Roseneath School

A vibrant, inclusive school where children love to learn



Charter Strategic Plan 2018-2020 2019

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Contents

Consultation Process.....	2
Our Values.....	3
Our Roseneath Graduate Profile.....	4
Cultural Responsiveness at Roseneath.....	5
Wellington East Kāhui Ako Community of Learning....	6
Strategic Plan 2018-2020.....	7
Annual Plan 2018.....	10



Consultation

In August 2017 the Board, Principal and Acting Principal met together to plan the charter consultation process. We valued the input and marketing expertise from members of the community to guide our consultation process. In September all Roseneath families were invited to provide feedback about our current mission statement, values, and how our school operates. The feedback was in the form of closed and open survey questions and close to 50% of our community provided written responses. In the middle of October, a representative working group analysed the responses, and drafted the Mission Statement and values. At the end of October the Roseneath School community was invited to participate in a Charter Consultation Hui where we presented the draft Mission Statement and values, and we held robust discussions. In early November the Board of Trustees synthesised the input from the community consultation meeting and crafted the strategic goals. In early 2018 the staff had input into crafting the action plan and achievement targets.

This Charter will be reviewed in November 2020.

Our Roseneath Graduate

Our graduate profile describes the qualities and capabilities we aim to foster and develop during each child's eight years at Roseneath School. We want every student to leave Roseneath School as a confident, connected, actively involved, life-long learner

Confident

- ◇ A resilient risk-taker
- ◇ Motivated and strives for excellence
- ◇ Confident in their identity, language and culture
- ◇ Values and respects diversity
- ◇ Physically active with an appreciation of a healthy, well-balanced lifestyle

Actively Involved

- ◇ Seizes opportunities offered at school
- ◇ Empathetic, treats others with respect, tolerance and kindness
- ◇ Able to act with integrity
- ◇ A collaborative worker, capable of being a leader and a member of a group
- ◇ An effective communicator, confident in a range of contexts and with a range of communication modes.

Connected

- ◇ Able to relate well to others
- ◇ Optimistic, future-focused and globally aware
- ◇ Has a strong and positive sense of who they are and where they belong
- ◇ Establishes and maintains positive relationships
- ◇ Connected to the land and environment
- ◇ A confident, creative, critical and connected user of information
- ◇ An effective user of communication tools

Life-long learner

- ◇ Confident in themselves as a learner and knows how to learn
- ◇ Possesses core academic skills
- ◇ An active seeker, user and creator of knowledge



Cultural Responsiveness

At Roseneath School we:

Honour our Treaty and recognise the unique place of Te Tiriti o Waitangi in New Zealand law

Have a Board that is accountable for the performance of our school, and committed to being culturally responsive.

Understand and adhere to our Roseneath School protocol/tikanga, and promote this gently

Value te reo me ngā tikanga Māori as part of our everyday learning experience and strive to develop our knowledge of te reo me ngā tikanga Māori at all levels of the school (Board, community, staff and students)

Show respect to Te Ao Maori, for example by standing proudly when reciting our pepeha and karakia and when performing waiata, developing our kapa haka skills, and striving to pronounce te reo Maori correctly

Participate in the powhiri process as tangata whenua or manuhiri

Acknowledge, learn about and celebrate key events in Te Ao Māori, including Matariki, and we include stories, waiata and activities that promote and celebrate te Ao Maori in our classroom programmes

Are committed to developing a mini powhiri for new students, teachers, families. 2019

Weave the concept of Ako throughout our school curriculum through a variety of structures and experiences, such as Tuakana-Teina, Houses, families as experts, and reciprocal learning opportunities

Encourage all of our learners to share their learning in different ways, and encourage our community to participate in and celebrate our learning

Have high expectations for the learning progress and achievement of all of our students, including our Maori students, Pasifika students, and students from diverse cultural backgrounds

Focus on knowing our learners, learning about and celebrating their unique cultural identity, language and culture

Actively build learning-focused partnerships with families, and strive to create opportunities for families to participate in their childrens' learning, including whānau sharing their aspirations for their children.

Wellbeing for Learning

At Roseneath we:

Grow a community of learners who care for themselves and others, who are supportive and supported, positive in mindset, resilient, vibrant and inclusive

We will do this by:

- Actively monitoring staff wellbeing and workload
- Finding efficient and sustainable ways to manage staff workload
- Showing care and appreciation of the people who teach our children
- Modelling our school values in our interactions with all community members
- Actively monitoring and responding to student wellbeing
- Providing resources that support student wellbeing for learning
- Developing systems of support and care for our most vulnerable
- Teaching mindfulness, relaxation, and self regulation strategies
- Celebrating and finding joy in our learning and lives.

We will measure this by:

- NZCER Teacher Workplace survey
- End of term reviews
- 'fireplace chats' and other informal check ins with staff
- Seeking parent/community feedback through the newsletter and through surveys
- NZCER Student Wellbeing at School survey

Kāhui Ako: Wellington East Community of Learning

Our schools have committed to raising student achievement by working together to enable every student in our community to succeed at each level, as they pass through our schools from early childhood to Year 13 and beyond. For parents, this means that regardless of the school their child attends, the East Wellington Kāhui Ako (Community of Learning) schools will collectively work together to facilitate their child's success as a learner in our cluster of schools. Rather than each school concentrating on their own students in isolation, we are now collaborating at all levels to optimise the learning for each of the 4,200 students in our schools.

The following schools comprise the Wellington East Community of Learning| Kāhui Ako

Evans Bay Intermediate
Hataitai School
He Huarahi Tamariki
Kahurangi School
Kilbirnie School
Lyll Bay School
Miramar Central School

Miramar Christian School
Miramar North School
Rongotai College
Roseneath School
Seatoun School
Wellington East Girls' College
Worser Bay School

Goal: equity and excellence in student achievement

Outcome for learners	Areas to strengthen these outcomes			
All students are effective goal setters	Responsive curriculum, effective teaching and opportunities to learn	Teaching to student interests, strengths and needs, future focused	Teachers design an inclusive environment	Teachers design learning that is relevant
All students are active learners				
Students know how to build learning relationships in diverse communities	Educationally powerful connections and relationships	Time to develop learning focused relationships <ul style="list-style-type: none"> • Student:student • Teacher:student • Teacher:teacher • Teacher:parents and whānau • With community organisations 	Restorative practices	Relationships acknowledge diversity
Students know how to seek and direct learning interests				
Socially and emotionally competent, resilient and optimistic about the future	Leadership for equity and excellence	Distributed leadership	Growing teachers as leaders	Teachers are active learners

Vision
Collaboration for educational change to strengthen our culture of inclusion and excellence

Strategic Plan 2018-2020

Roseneath School will:

Enable all ākonga to know themselves as learners, and empower them to be actively involved in their learning

Promote a responsive and inclusive environment to support quality teaching and learning

Empower ākonga, whānau, teachers and the wider community to participate in collaborative partnerships for learning

Enable all ākonga to know themselves as learners and empower them to be actively involved in their learning

Support our learners to identify their strengths and goals

Develop active teaching and learning practices

Facilitate our learners to know what helps them in their learning

Use student voice to inform our teaching practices and learning programmes

Promote a responsive and inclusive environment to support quality teaching and learning

Develop a shared understanding of positive behaviour for learning practices
"The Roseneath Way"

Differentiate our learning programmes to meet the varied needs of our learners

Ensure our teaching and learning environment enables all of our students to learn, contribute and participate

Empower ākonga, whānau, teachers and the wider community to participate in collaborative partnerships for learning

Develop flexible communication and collaboration opportunities with parents and families

Prioritise collaboration opportunities that focus on our ākonga and their learning

Continue to strengthen the processes and approaches that support reciprocal relationships with our Roseneath whānau

Conduct all communication with our families and the wider community with professionalism, empathy and respect

	2018	2019	2020
Enable all ākonga to know themselves as learners and empower them to be actively involved in their learning.	<p>Continue with goal setting family conferences</p> <p>Complete Learning Maps with target groups</p> <p>Begin to share our collective knowledge to define active teaching and learning practices</p>	<p>Goal setting conversations include what will actions support the goal to be achieved <i>Review our conference structure.</i> <i>Consider other reporting systems</i></p> <p>Regular reflection of learning</p> <p>Students can identify the key people and tools that help them in their learning</p> <p>Development of a shared understanding of active teaching and learning practices <i>Active Learning The Roseneath Way</i></p>	<p>Goal setting conversations include actions, and are based on utilising known strengths</p> <p>Learning Maps show developing learner agency</p> <p>Evidence of active teaching and learning practices in every day class programmes</p>
Promote a responsive and inclusive environment to support quality teaching and learning	<p>Positive behaviour for learning strategies are introduced (focus on outside contexts)</p> <p>Classroom and support programmes support learners with diverse needs</p>	<p>Positive behaviour for learning strategies are further developed (focus on classroom contexts) <i>Focus in on reducing repeated minor behaviour</i></p> <p>Classroom and support programmes are differentiated to support learners with diverse needs <i>Wellbeing focus added to strategic plan</i></p>	<p>Positive behaviour for learning strategies are embedded across all school contexts</p> <p>Classroom and support programmes and the classroom environment enables all of our students to learn, contribute and participate</p>
Empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning	<p>Work with staff to unpack how we communicate with community</p> <p>Develop flexible communication and collaboration opportunities with parents and families</p> <p>Work with families to review our communication efficacy</p> <p>Participate in the Kāhui Ako, building partnerships and working towards the goals in the Achievement Plan</p>	<p>Continue to strengthen the processes and approaches that support reciprocal relationships with our Roseneath whanau <i>Continue to develop whānau group</i></p> <p>Prioritise collaboration opportunities that focus on our ākonga and their learning.</p> <p>Collaborate with schools in the Kāhui Ako, building on collaborative partnerships and strengthening networks across schools, continuing to work towards the goals in the Achievement Plan</p>	<p>Consult with the community to review our charter and strategic decision</p> <p>Take an active and reciprocal role within the Kāhui Ako, continuing to work towards the goals in the Achievement Plan</p>