

# Roseneath School

*A vibrant, inclusive school where children love to learn*



## Charter Strategic Plan 2021-2023 2022

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

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## Consultation

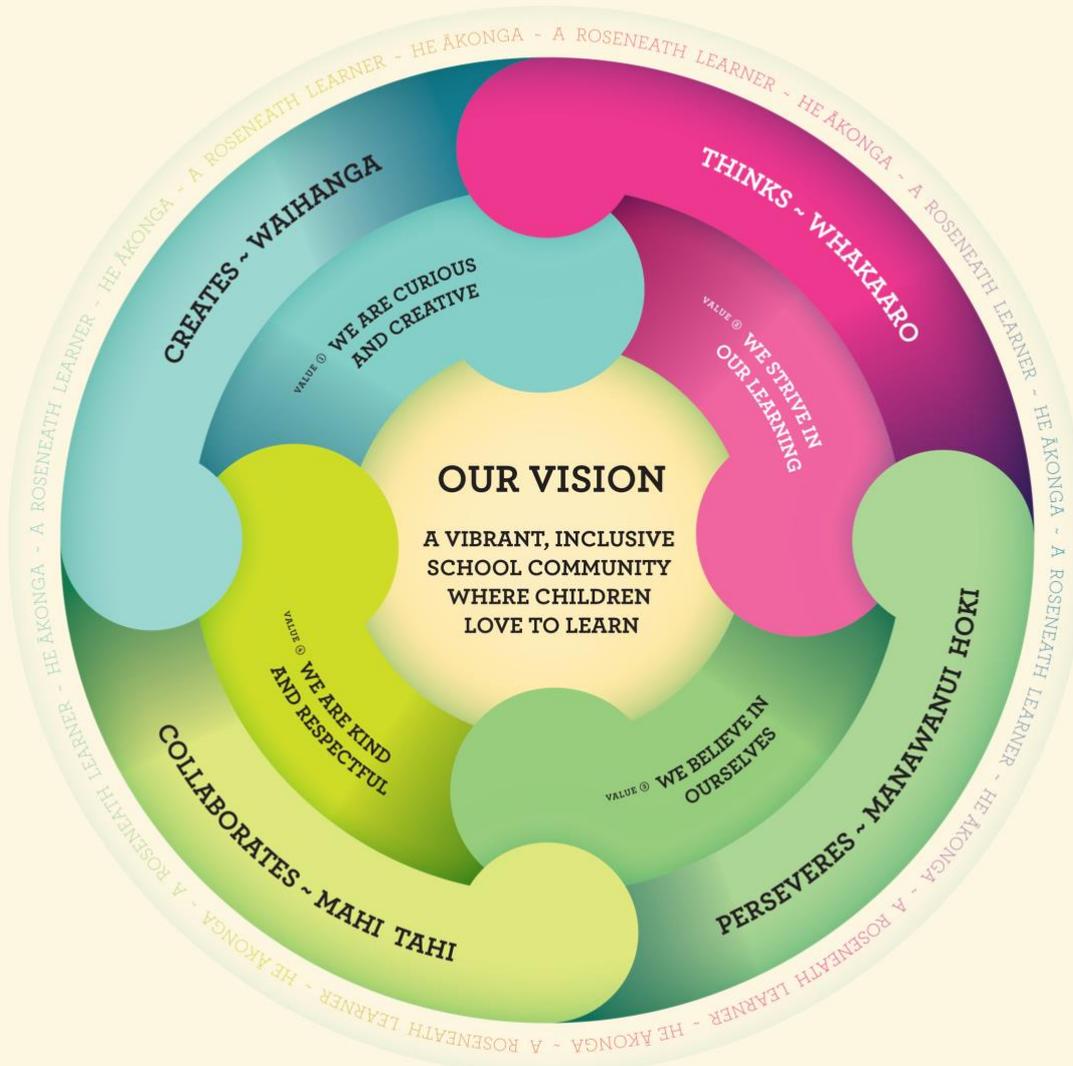
In September 2020 the Board planned the charter consultation process, particularly mindful in response to the impacts of Covid-19 on our community. At our annual quiz night our families were invited to provide feedback (in the form of a survey) about our current mission statement, values, and how our school operates. We received 30 responses: representing around 25% of our families. We also surveyed all classes with a student voice survey. Our staff reviewed progress and suggested future focus areas.

In November the Board of Trustees synthesised the input from the community consultation, staff review and student surveys and crafted the strategic goals. In early 2021 the staff constructed the Annual achievement plan and targets.

The Strategic Plan will be reviewed in November 2023.

# Our Vision, Our Values, Our Learners

Roseneath School ~ Te Wai Hirere



# The Roseneath Learner

Thinks | Whakaaro

Is confident in themselves as a learner and knows how to learn

Possesses core academic skills

Is an active seeker, user and creator of knowledge

Perseveres | Manawanui Hoki

Is a resilient risk-taker

Is motivated and strives for excellence

Is confident in their identity, language and culture

Physically active with an appreciation of a healthy, well-balanced lifestyle

Acts with integrity

Collaborates | Mahi Tahiri

Able to relate well to others

Empathetic, treats others with kindness, respect and tolerance

Connected to the land and environment

Has a strong sense of who they are and where they belong

Establishes and maintains positive relationships

Capable of being an effective leader and team member

Creates | Waihanga

A confident, creative, critical and connected user of information

Seizes opportunities

Values and respects diversity

Optimistic, future-focused and globally aware

Is an effective communicator- confident with a range of modes and in different contexts

# Cultural Responsiveness

At Roseneath School we strive to honour the Treaty and we recognise the unique place of te Tiriti o Waitangi in New Zealand law. We have a Board that is accountable for the performance of our school, and committed to being culturally responsive. The Treaty of Waitangi is one of eight principles in *The New Zealand Curriculum* that provide a foundation for our school's decision making. This principle places students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. **Partnership, Participation and Protection** are derived from the underlying tenets of the Treaty of Waitangi.

## Partnership

*At Roseneath we:*

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

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

Celebrate our school's unique location, and use place-based inquiry learning to find out about the origins and history of our maunga, moana, and rōhe. We have a school pepeha which we use to introduce our school to visitors.

Welcome the knowledge of others, and seek to build relationships with local iwi and tangata whenua.

## Protection

*At Roseneath we:*

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 Māori correctly

Participate in the powhiri process as tangata whenua or manuhiri

Hold mihi whakatau (a welcome ceremony) for new students, teachers, families twice a year.

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

## Participation

*At Roseneath we:*

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 and celebrating their unique cultural identity, language and culture

Encourage families and whanau to share their aspirations for their children. Our whānau rōpu contributes to school decision making and forward planning.

***Whaowhia te kete mātauranga***

*Fill the basket of knowledge*

# 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

## Student Wellbeing:

- Our agreed values and vision underpin our actions to promote student wellbeing
- Our curriculum is designed and monitored to ensure student success
- Our students have a voice in promoting their wellbeing and in other school decisions
- All students' wellbeing is actively monitored
- Systems are in place and followed to respond to wellbeing issues
- We purchase and use resources that support student wellbeing for learning
- We teach mindfulness, relaxation, and self-regulation strategies
- We support children to celebrate and find joy in their learning and lives.

## Community Wellbeing:

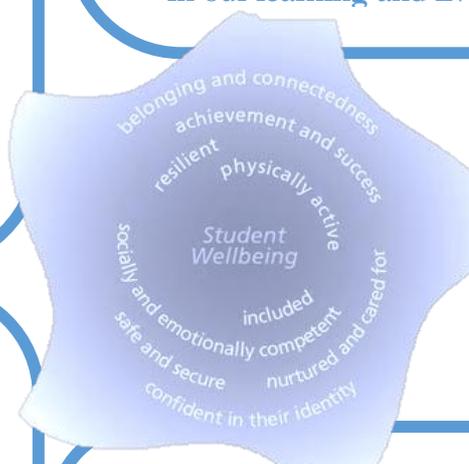
- We all contribute to a positive and thriving school community
- We show care and appreciation of the people who teach and support our children
- We model our school values in our interactions with all community members
- We find ways to connect and build community spirit
- We support and care for our most vulnerable
- We celebrate each other and find joy in our learning and lives

## Staff Wellbeing:

- We all contribute to a positive and thriving work environment
- We actively monitor and respond to staff wellbeing
- We find efficient and sustainable ways to manage staff workload
- We make use of systems and agencies that support us e.g. EAP, NZEI, NZSTA
- We model our school values in our interactions with all community members
- We celebrate each other and find joy in our learning and lives.

## Measures of Wellbeing at Roseneath:

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



# Motu Kairangi 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"> <li>• Student:student</li> <li>• Teacher:student</li> <li>• Teacher:teacher</li> <li>• Teacher:parents and whānau</li> <li>• With community organisations</li> </ul>	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 2021-2023

Empower all ākonga to be actively involved and striving in their learning

Strengthen the systems, practices, and environments that promote positive behaviour 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**

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

Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ona tikanga Māori as part of our everyday learning experience

*The koru represents growth and life, a cycle of improvement. Wellbeing sits at the centre- our learning community thrives. We have four strategic focus areas: our cultural identity as a bicultural nation, a positive learning culture, strong learning partnerships with whānau and learners actively striving in their learning*

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

## Empower all ākonga to be actively involved and striving in their learning

Support our learners to identify their strengths and goals

Facilitate our learners to know what helps them to learn, and how to achieve their goals

Design learning experiences that enable students to persevere, strive, and flourish

Use teaching practices that promote actively involved, engaged learning

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

## Strengthen the systems, practices, and environments that promote positive behaviour for learning

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Enhance our positive behaviour for learning practices "The Roseneath Way" and differentiated learning strategies

Ensure our positive behaviour for learning systems are aligned and consistent

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

Partner with other agencies and specialists for our students who need more support

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

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

Provide opportunities to share how families can support their children's learning

Prioritise collaboration opportunities that focus on our ākonga and their learning

Actively engage in flexible communication and collaboration opportunities with whānau

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

## Advance our collective understanding of Aotearoa's bicultural heritage, and champion te reo me ona tikanga Māori as part of our everyday learning experience

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Participate in the Kura Ahurea cultural support professional learning programme

Implement our Te Reo Māori progressions across the school

Develop our shared understanding of local historical narratives and incorporate these in our teaching and learning programmes

Actively engage with our Rōpu Whānau to share aspirations for our learners.

	2021	2022	2023
<b>Empower all ākonga to be actively involved and striving in their learning</b>	<p>Goal setting conversations include actions and are based on utilising known strengths</p> <p>Learning programmes have appropriate challenge and stretch for students</p> <p>Students learn about mindset and resilience as an important part of learning (emerging)</p> <p>Learning surveys and maps show developing learner agency (ongoing)</p> <p>Evidence of active teaching and learning practices in every day class programmes (ongoing)</p>	<p>Goal setting conversations include actions and are based on utilising known strengths</p> <p>Learning programmes have appropriate challenge and stretch for students</p> <p>Students practice mindset and resilience strategies as an important part of learning (Developing)</p> <p>Learning surveys and maps show developing learner agency (ongoing)</p> <p>Evidence of active teaching and learning practices in every day class programmes (ongoing)</p>	<p>Goal setting conversations include actions and are based on utilising known strengths</p> <p>Learning programmes have appropriate challenge and stretch for students</p> <p>Students can articulate how mindset and resilience is an important part of learning (embedded)</p> <p>Learning surveys and maps show developing learner agency (ongoing)</p> <p>Evidence of active teaching and learning practices in every day class programmes (ongoing)</p>
<b>Strengthen the systems, practices, and environments that promote positive behaviour for learning</b>	<p>Behaviour data is used effectively to inform practice (developing)</p> <p>Positive behaviour for learning lesson structure for Kind and Respectful value embedded across all school contexts</p> <p>Behaviour lessons for Striving value are written</p> <p>Responsive classroom and support programmes enable all of our students to learn and flourish (ongoing review)</p> <p>Teaching for Positive Behaviour Checklist- teachers set an initial individual goals (emerging)</p> <p>Individual behaviour plans, Restorative and Check In, Check out practices are incorporated for distressed learners (ongoing)</p> <p>UBRS PD for all teaching staff (emerging)</p>	<p>Behaviour data is used effectively to inform practice (embedded)</p> <p>Behaviour lessons for Striving are embedded across school</p> <p>Lessons that unpack Creative/Curious and self belief values are written</p> <p>Responsive classroom and support programmes enable all of our students to learn and flourish (ongoing review)</p> <p>Teaching for Positive Behaviour Classroom Checklist- teachers set individual goals (developing)</p> <p>Tier Two PB4L interventions are introduced</p> <p>Individual behaviour plans, Restorative and Check In, Check out practices are incorporated for distressed learners (ongoing)</p> <p>UBRS PD for all teaching staff (developing)</p>	<p>Behaviour data is used effectively to inform practice</p> <p>Improvement in overall behaviour trends over three years</p> <p>Behaviour lessons for all values: Kind and Respectful, Striving, Creative/Curious and Self Belief values are incorporated across school, and updated frequently</p> <p>Responsive classroom and support programmes enable all of our students to learn and flourish (ongoing review)</p> <p>Teaching for Positive Behaviour Checklist- teachers set individual goals (embedded)</p> <p>Tier Two PB4L interventions are developed</p> <p>Individual behaviour plans, Restorative and Check In, Check out practices are incorporated for distressed learners (ongoing)</p> <p>UBRS PD for all teaching staff (embedded)</p>

<p><b>Empower ākongā, whānau, teachers and the wider community to participate in collaborative partnerships for learning</b></p>	<p>Take an active and reciprocal role within the Kāhui Ako, continuing to work towards the goals in the Achievement Plan</p> <p>Enable our Within School Lead to attend Kāhui Ako PD and to share learning with colleagues (ongoing)</p> <p>Ensure our community is informed about our reporting and conferencing process</p> <p>Parent education session: junior reading and parent tutors in reading</p> <p>Parent Consultation hui: Health Curriculum</p> <p>Active engagement with all families- using a range of modes</p> <p>Inform parents when their children are involved in intervention programmes/practices and seek to develop a partnership that supports progress (template letter)</p> <p>Rōpu Whānau meetings are re-established</p>	<p>Parents know how to actively participate in learning conferencez</p> <p>Parent education sessions are hosted if possible within the Covid-19 protection framework: Internet safety, reading, play based and inquiry learning (TBC)</p> <p>Parent Consultation hui: Health Curriculum</p> <p>Active engagement with all families using a range of modes</p> <p>Inform parents when their children are involved in intervention programmes/practices and seek to develop a partnership that supports progress</p> <p>Rōpu Whānau meetings</p>	<p>Review our Cultural responsiveness statement in partnership with Taranaki whānui to ensure it aligns with best practice</p> <p>Review our reporting and conferencing processes with a Reference Group</p> <p>Parent Consultation hui: Health Curriculum Parent Consultation Hui: School Charter, Strategic Plan</p> <p>Inform parents when their children are involved in intervention programmes/practices and seek to develop a partnership that supports progress</p> <p>Rōpu Whānau meetings</p>
<p><b>Advance our collective understanding of Aotearoa's bicultural heritage, Champion te reo me ona tikanga Māori as part of our everyday learning experiences</b></p>	<p>Participate in Kura Ahurea cultural support PLD programme (Year 1)</p> <p>Incorporate Level 1 Te reo language lessons across the school</p> <p>Learn about some of the local historical narratives (emerging)</p> <p><i>Introduced Ako Panuku and Taku Reo tools in term 4 2021.</i></p>	<p>Participate in Kura Ahurea PLD programme (Year 2)</p> <p>Incorporate Taumata 1 and 2 te reo language lessons across the school</p> <p>Learn about more of the local historical narratives and incorporate these in our teaching and learning programmes (developing)</p> <p>Measure student progress in te reo Māori using NZCER Te Reo Assessment</p> <p>Use Ako Panuku and Taku reo tools to measure bicultural practice/visibility of te reo</p>	<p>Participate in Kura Ahurea PLD programme (Year 3)</p> <p>Incorporate Level 1, 2 and 3 te reo language lessons across the school Review our Te reo Māori lesson progression</p> <p>Ensure we have a progression of narratives across the school (embedded)</p> <p>Measure student progress in te reo Māori using NZCER Te Reo Assessment</p> <p>Continue Ako Panuku and Taku reo tools to measure bicultural practice/visibility of te reo</p>

# Annual Achievement Improvement Plan 2022

<b>Improvement Plan for Reading</b>	
<p><b>School Strategic Learning Goal</b></p> <p>Empower all ākonga to be actively involved and striving in their learning</p> <p>Strengthen the systems, practices, and environments that promote positive behaviour for learning</p> <p>Empower ākonga, whanau, teachers and the wider community to participate in collaborative partnerships for learning</p> <p>Advance our collective understanding of Aotearoa's bicultural heritage, and value te reo me ngā tikanga Māori as part of our everyday learning experiences</p>	<p><b>School Annual Learning Target</b></p> <p>Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as readers</p> <p>All of our Roseneath students will achieve to their highest potential in reading</p> <p>Students at risk of not achieving will be supported to make accelerated progress</p>
<p><b>Baseline data</b></p> <p>In 2021 99% of all students achieved at and above their New Zealand Curriculum expectation (a small improvement from 95% in 2020).</p> <p>54 % of our students achieved above expectations (an improvement from 45% in 2020)</p>	<p><b>Targets</b></p> <p>All Year 1-2 Students will show how they feel about learning to read, describe who and what can help them in reading, and articulate and demonstrate at least one of the strategies that a reader uses</p> <p>95% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.</p>
<p><b>Actions to sustain Learning and Achievement in Reading</b></p> <p>Monitoring of progress for all students, particularly those below in reading</p> <p>Reciprocal observations of quality practice</p> <p>Responsive grouping and programme structures</p> <p>Active learning strategies (e.g. front loading, Book Club, Reciprocal reading, buddy reading) implemented in Years 3-8</p> <p>Targeted intervention and support programmes</p> <p>Closer analysis of NZCER PAT data, with NZCER support and advice</p>	

<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>
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## Improvement Plan for Writing

### School Strategic Learning Goal

Enable all ākongā 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 ākongā, whānau, teachers and the wider community to participate in collaborative partnerships for learning

### School Annual Learning Target

Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as writers

All of our Roseneath students will achieve to their highest potential in writing

Students at risk of not achieving will make accelerated progress

### Baseline data

In 2021 88% of all students achieved at and above their New Zealand curriculum expectations in writing (an improvement from 82% in 2020)

25% of our students achieved above expectations (a small improvement from 22% in 2020)

### Targets

All Year 1-2 Students will show how they feel about learning to write, describe who and what can help them in writing, and articulate and demonstrate at least one of the strategies that a writer uses

90% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.

Students who are below/well below, in particular the the target cohort in Year 6 2022 will demonstrate accelerated progress in writing.

### Actions to improve Learning and Achievement in Writing

Target student tracking; regular meetings, and monitoring of progress

Professional Development around acceleration strategies

Build on our learning from our 2021 inquiry focused on phonological awareness and spelling -data collection, analysis throughout the year to monitor progress

Continue a school wide teaching and learning progression for phonics/spelling

Reciprocal observations of quality practice

Responsive grouping and programme structures (e.g. writers workshops)

Targeted intervention and support programmes



## Improvement Plan for Mathematics

### School Strategic Learning Goal

Enable all ākongā 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 ākongā, whānau, teachers and the wider community to participate in collaborative partnerships for learning

### School Annual Learning Target

Students in Year 1-2 will be encouraged to develop their positive disposition to learning, and their understanding of themselves as mathematics

All of our Roseneath students will achieve to their highest potential in maths

Students at risk of not achieving will make accelerated progress

### Baseline data

In 2021 94% of all students achieved at and above The New Zealand Curriculum expectation in mathematics (an improvement from 88% in 2020)

37% of our students achieved above expectations (steady from 2020)

### Targets

All Year 1-2 Students will show how they feel about maths, describe who and what can help them in maths, and articulate and demonstrate at least one of the strategies that a mathematician uses

90% of all Year 3-8 students are at or above their expected curriculum level by the end of the year.

### Actions to improve Learning and Achievement in Mathematics

Ongoing monitoring of progress

Reciprocal observations of quality practice

Responsive grouping and programme structures

Targeted intervention and support programmes

Active learning strategies (e.g. front loading, Maths Café and workshops) implemented in Years 3-8 and use of Mathematics Curriculum tools for planning in Years 3-8

Closer analysis of NZCER PAT data, with NZCER support and advice

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs

4

Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy