



# **Chaucer School Charter 2016 - 2018**



**Our Vision Statement**  
**Empowering confident learners**

## Introduction



Vision	Values	Goals
Empowering confident learners	<ul style="list-style-type: none"><li>• Respect</li><li>• Responsibility</li><li>• Safety</li><li>• 100% effort</li></ul>	<ul style="list-style-type: none"><li>• To embed a culture of respect</li><li>• To develop student led learning</li><li>• To create collaborative relationships that deepen learning</li></ul>

## The Chaucer Family - Who are we?

<b>Our Chaucer culture...</b>	<b>The unique position of Maori culture...</b>
<ul style="list-style-type: none"> <li>• A welcoming, community centred environment where children are given opportunities to raise their achievement through student led learning (Ako)</li> <li>• A safe environment for all</li> <li>• School &amp; whanau collaboration (Mahi tahi)</li> <li>• Open door policy</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Working alongside whanau to grow the capacity of whanau champions</li> <li>• Regular whanau hui led by whanau champions (Whanaungatanga)</li> <li>• Teaching of Te Ao Maori integrated into classroom programmes</li> </ul>
<b>The principles valued by our community...</b>	<b>Embracing New Zealand's cultural diversity...</b>
<ul style="list-style-type: none"> <li>• An inclusive, supportive school environment (Manaakitanga)</li> <li>• Emphasis on building effective school &amp; whanau collaboration focused on learning</li> <li>• Chaucer Values underpin &amp; support learning</li> <li>• Emotional &amp; physical safety for all</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting all cultures</li> <li>• Providing ELL programmes that meet all children's learning needs</li> <li>• Regular Fono Pasifika / Chaucer Community Group meetings focused on learning</li> </ul>

Respect

Responsibility

Safety

100% Effort

# Chaucer School Strategic Direction 2016 - 2018

Vision	Strategic Goals	Measureable Outcomes	Current	2016	2017	2018
<b>Empowering confident learners</b>	1. To embed a culture of respect	Induction of new students & their families	Principal & secretary conduct inductions	Student leaders support Principal & secretary with inductions	Student leaders lead inductions, with support from Principal & secretary	Maintain student leaders leading inductions + training students to take on the role
		Induction of new teaching & support staff	Inconsistent induction for new staff members	Induction programme in place, based on Chaucer Values	Inducted staff become mentors for new staff and implement programme	Maintain the induction programme & mentor system
	2. To develop student led learning	20% of learning time directed by students	Variable amount of learning time directed by students	15% of learning time directed by students	20% of learning time directed by students	Maintain 20% of learning time directed by students
		PLD supporting teacher understanding of teaching as inquiry	Teacher inquiries completed, varying evidence of student led learning	Teacher inquiries completed, increased evidence of student led learning	Teacher inquiries completed, consistent evidence of authentic student led learning	Maintain completion and consistent evidence of authentic student led learning
	3. To create collaborative relationships that deepen learning	Mutukaroa programme for parents/whanau	Learning conversations + goal setting for 5yr / 5.5yr / 6 yr olds	Learning conversations + goal setting for identified 5yr / 5.5yr / 6 yr olds	Learning conversations + goal setting for identified 5yr / 5.5yr / 6 yr olds	Maintain Learning conversations + goal setting for 5yr / 5.5yr / 6 yr olds

		Parents/whanau taking ownership and working effectively with school to best meet our children's learning needs	Maori whanau holding termly hui, Fono Pasifika held annually	Combined hui, fono held termly. Led by parents/whanau	Chaucer Community Group (all cultures) meet regularly, led by parent/whanau	Chaucer Community Group (all cultures) meet regularly, led by parent/whanau, including meeting with other groups from within our CoL*
--	--	--	--	---	---	---

Respect

Responsibility

Safety

100% Effort

\*Community of Learning

## Strategic Goals 2016 - 2018

Strategic Goal 1 - To embed a culture of respect		
Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone Where do we need to be at the end of 2017?
Develop high performing leadership team	<ul style="list-style-type: none"> <li>Facilitated process to develop leadership competencies</li> <li>Workshop process to support deep engagement with the strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>Framework around leadership practices &amp; competencies in place</li> <li>Leadership team deeply engaged with the strategic plan</li> </ul>
Induction of new students & their families	<ul style="list-style-type: none"> <li>Agreed induction programme co-created (staff &amp; students) based on Chaucer Values</li> <li>Identified staff member / student leaders implement programme</li> <li>Update enrolment pack</li> </ul>	<ul style="list-style-type: none"> <li>Inductions conducted by Principal &amp; secretary with support from student leaders</li> <li>Students have clear understanding of, and model, our Chaucer Values</li> </ul>
Programme of events planned by students, staff, Community group	<ul style="list-style-type: none"> <li>Participate in community events/acts of service (e.g. beach clean-ups, choir visits, tree-planting...)</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of four events per year</li> <li>Students have a sense of belonging in and awareness of our local community</li> </ul>
Induction of new staff (teachers & support staff)	<ul style="list-style-type: none"> <li>Agreed induction programme in place, based on Chaucer Values</li> <li>Feedback gathered from new staff re induction process</li> </ul>	<ul style="list-style-type: none"> <li>Inductions completed</li> <li>New staff have clear understanding of Chaucer Values</li> </ul>
Visual representation of our vision & values in and around our school	<ul style="list-style-type: none"> <li>Artwork / signage / mural on external wall</li> <li>Students design visual representations for their classrooms</li> <li>Staff design visual representations for staffroom</li> </ul>	<ul style="list-style-type: none"> <li>Completed artwork / signage / mural</li> <li>All classrooms displaying student designed visual representations</li> <li>Communications e.g. newsletters contain vision &amp; values</li> </ul>

## Strategic Goal 2 - To develop student led learning

<b>Initiative</b> What will support us to get there?	<b>Specific actions</b> How will we get there?	<b>12 month milestone</b> Where do we need to be at the end of 2017?
Extending student ownership of their learning	<ul style="list-style-type: none"> <li>• Educate parents and whanau around student-led learning and goalsetting</li> <li>• Learning Maps &amp; learning conversations 3-4 times per year</li> <li>• Student self-assessment rubric start and end of year</li> <li>• Oral language PLD</li> <li>• Class programmes allow for plenary and reflection sessions</li> <li>• Teacher planning includes opportunities for students to choose what they learn</li> <li>• Teacher practice facilitates opportunities for student choice</li> <li>• Fortnightly goal setting for all students consolidated</li> <li>• Provide access to digital technologies for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Shared understanding of 'Achievement through student led learning @ Chaucer'</li> <li>• All students can recall, &amp; demonstrate understanding of, our school vision</li> <li>• 20% of learning time directed by students</li> <li>• Students' oral language capabilities have been expanded</li> <li>• Learning Maps + 1-1 learning conversations implemented with all priority learners</li> <li>• All students able to set realistic learning goals</li> <li>• 100% of teachers self-identifying as being at 4 or 5 on SLL teacher rubric</li> <li>• Digital technologies utilised effectively as learning tools</li> </ul>

PLD supporting teacher understanding of teaching as inquiry	<ul style="list-style-type: none"> <li>• Teaching as inquiry approach implemented utilising 'Spiral of Inquiry' model</li> <li>• Priority learner groups identified + needs analysed</li> <li>• Leaders provide feedback and facilitate professional development as required</li> <li>• Personal goals set</li> <li>• Monthly reflections recorded</li> <li>• Progress of priority learners tracked</li> <li>• Utilisation of CoL Across &amp; Within teachers to support inquiries in order to maximise impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individual teacher inquiries completed including analysis of data</li> <li>• Trends and patterns identified from inquiries and used to inform next steps</li> </ul>
Growing student leadership	<ul style="list-style-type: none"> <li>• All students given opportunities to take on positions of leadership &amp; responsibility</li> <li>• Student leaders receive training</li> <li>• All year 6 students self identify, &amp; have opportunities, to develop collaborative leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• All students can identify leadership roles &amp; responsibilities</li> <li>• Student leaders have planned, organised &amp; implemented programmes e.g. CLA's.</li> <li>• All year 6 students view themselves as leaders</li> </ul>



### Strategic Goal 3 - To create collaborative relationships that deepen learning

<b>Initiative</b> What will support us to get there?	<b>Specific actions</b> How will we get there?	<b>12 month milestone</b> Where do we need to be at the end of 2017?
Mutukaroa programme	<ul style="list-style-type: none"> <li>• Mutukaroa co-ordinator released to organise &amp; run learning conversations with parents/whanau</li> <li>• Parents surveyed and data collated to review effectiveness of collaboration</li> <li>• Parents &amp; Mutukaroa co-ordinator co-construct goals</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/whanau report high level of satisfaction with Mutukaroa process</li> <li>• Parents actively involved in the goal setting process</li> <li>• Students are consistently achieving at 6 month milestones</li> </ul>
Collaboration with our community	<ul style="list-style-type: none"> <li>• Chaucer Community Group organise events</li> <li>• Use of a range of digital tools and media to engage with parents</li> <li>• Combined hui/fono held termly - directed by parents</li> <li>• Develop and deploy parent survey annually</li> <li>• Develop and implement communications plan to raise parent awareness of student led learning</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents feel informed</li> <li>• Parents/whanau taking ownership and working effectively with school to best meet our children's learning needs</li> <li>• More than 50% of parents have clear understanding of student led learning</li> <li>• 100% attendance at 3 Way Conferences</li> </ul>
Collaboration between teachers of Priority Learners (PL's) to ensure smooth transitions, especially between teams	<ul style="list-style-type: none"> <li>• More in-depth learning conversations between teachers of PL's</li> <li>• Handover of student self profiling tools (e.g. 'My Quality World'/Learning Map)</li> <li>• More in-depth 'meet the class'/relationship building sessions</li> <li>• Shared Doc to share strategies that have been effective for PL's</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have relationships with the students in their new classes before the start of the academic year</li> </ul>

Respect

Responsibility

Safety

100% Effort

## **Annual Aspirational Goals**

### **Our students will be achieving above the National Standard in literacy 2017**

Priority learners & their literacy learning needs identified. Teachers' inquiries based on this  
Literacy interventions, including small group support, implemented  
'Reading Together' programme delivered for parents  
Writing workshops delivered for parents  
Moderation workshops to ensure consistency of OTJ's, including across school moderation (CoL)  
Utilise CoL Across school teachers to support teacher led inquiries in order to maximise impact on student learning

### **Our students will be achieving above the National Standard in mathematics 2017**

Priority learners & their maths learning needs identified. Teaching & learning programmes based on this.  
Maths workshops delivered for parents  
Opportunities provided for increased student led learning in maths  
Utilise CoL 'Across school teachers' to support teacher practice and making consistent OTJ's

**Raise levels of achievement and engagement of Maori and Pasifika students  
2017**

Maori & Pasifika priority learners identified and targeted in teachers' inquiries, based on learning needs  
Te Ao Maori ('Maori world', includes Te Reo & tikanga) programme delivered effectively in all classes  
Increased & improved communication amongst whanau  
Through Mutukaroa programme 'at risk' Maori & Pasifika priority learners supported through a peer scaffolding programme  
Maori & Pasifika students have strong sense of their cultural identity within the Chaucer Family  
Maori & Pasifika achievement data is analysed and used to inform practice throughout the year

**Effective self review processes and reporting  
2016-18**

Programmes and initiatives are effectively reviewed (Chaucer Learning Community Self Review document)  
School Self Review schedule (3 years) completed and implemented  
Embed a self review culture across the school

## Student Achievement Targets - 2017

Historical position	Targets	Plan to achieve this	Resources	Timeframe
36% of boys achieved below the National Standard in writing in 2016	For the 36% of boys who achieved below standard in writing to make accelerated progress and to achieve at or above by the end of 2017	These priority learners identified and targeted in teachers' inquiries Oral language focus supports and informs practice throughout the year	Teacher inquiry time Oral language PLD sessions	December 2017
64% of all students achieved at or above the National Standard in writing in 2016	For overall achievement in writing to be 80% at or above the National Standard by the end of 2017	Priority learners & their literacy learning needs identified CoL Across school teachers to support teacher led inquiries	Staff PLD sessions CoL expertise shared	December 2017
46% of students measured against the 'After 3 years' standard achieved below the National Standard in maths in 2016	For the 46% of students who achieved below standard in maths to make accelerated progress and to achieve at or above by the end of 2017.	The 'After 3 years' cohort maths achievement data analysed and used to inform practice throughout the year	Staff PLD sessions Collaborative partnerships created with parents & whanau (including through parent workshops)	December 2017
20% of all students achieved above the National Standard in writing in 2016	Focus on increasing 20% of students achieving above National Standard in Writing in 2016 to 25% in 2017	Each teacher to target 2 children who are currently achieving at standard and shift to above	Staff PLD including reflection sessions Accessing CoL expertise from other schools	December 2017

## Business as usual plan 2017

	NAG focus area	Planned strategies for the year
<b>NAG 1</b>	Curriculum area initiatives	Ensure teachers responsible for The Arts, Health and PE take leadership roles, e.g. whole school planning, coverage, effective utilisation of budget.
	Curriculum design and integration	Ensure Chaucer curriculum meets Student led learning targets [see 12 months milestone, Strategic Goal 2] Ensure appropriate curriculum coverage based on learning needs & interests of students
	Students at risk / SENCO	Identified by classroom teachers, through team meetings and communicated to SENCO. Students monitored and programmes adjusted as appropriate. Team leaders will ensure new students are having their needs met. Special Needs register updated & monitored (on eTAP) Range of targeted initiatives and programmes to support children in reaching their potential.
	Mutukaroa	Programme continues and works with 5, 5.5, and 6 yr olds. Investigate teachers completing all testing of 5 and 5.5 yr olds.

	GATE and ESOL / ELL programmes	Identify GATE and ELL students. ELLP matrices effectively utilised Teacher aides to work with ELL and special needs students. GATE programme introduced.
	Regular, quality physical activity	School wide fitness on Mondays, Tuesdays, Wednesdays and Thursdays
	Consultation with Maori whanau	Termly Whanau hui held, led by parents Achievement data reported to parents Targets set, based on data
	Consultation with Pasifika families	Termly Fono Pasifika held, led by parents Achievement data reported to parents
	Te Ao Maori programmes	Te Ao Maori plan implemented Kapa haka group strengthened and run by whanau
	Travelwise	Student Travelwise team to develop leadership skills in relation to the programme Walking School bus consolidated
<b>NAG 2</b>	School review	Programmes and initiatives are effectively reviewed (Chaucer Learning Community Self Review document) School Self Review schedule (3 years) completed and implemented
	Policy and procedure review	Review policies as per policy review timetable
	Strategic plan review	All stakeholders involved. Share with BOT and staff
	Develop annual plan	To be completed by March 1. Reviewed by staff and BOT
	Develop student achievement targets	See achievement targets above
	Reports to BOT (general)	Principal reports to BOT at each meeting. Focus on strategic goals and achievement targets.

	Reports to BOT - student achievement	Report to BOT re student achievement, including progress of targeted priority learners.
	Reports to BOT re Maori achievement	As above with Maori students identified
	Reports to BOT re Pasifika achievement	As above with Pasifika students identified
	Reports to BOT re NZ European achievement	As above with NZ European students identified
	Reports to BOT re Asian achievement	As above with Asian students identified
	Reporting to parents	Two per year plus goal setting sheet and 3 way conferences in March and July.
<b>NAG 3</b>	Professional learning development (PLD) programme	PLD programme to align with school vision and strategic goals PLD on: Language in Abundance (Oral Language - with Dr Jannie Van Hees); Chaucer Values; Spiral of Inquiry; National Standards OTJ's
	Staff appraisal - teachers and non-teaching staff	Teacher appraisal system using the Teacher Action Plan & Registered Teacher Criteria. Focus on teacher inquiries. Ensure all non-teaching staff are appraised against job descriptions. Teacher appraisal goals to align with school focus on oral language. School to implement Registered Teacher Criteria.
	Good employer practices	Provide funding for staff PLD and appraisal.
	BOT training	BOT members to attend training seminars e.g. through NZSTA.
<b>NAG 4</b>	Prepare annual budget	Annual budget, that supports the vision and strategic goals, will be completed and approved by BOT
	Regular reviewing of financial situation with BOT	Detailed financial reports to BOT at each regular meeting
	Maintenance of school buildings and groups (10 YPP)	Maintenance identified in 10 YPP actioned.

<b>NAG 5</b>	Property plan reflects vision and strategic goals	10 YPP submitted to MOE. Priority projects started.
	Planned major asset purchases	Planned purchasing of digital devices. Innovative Learning Environments - Upgrade in middle (furniture), following property upgrade.
	Foster a culture of health and safety for staff, students and community	Chaucer Values (Be respectful; Be responsible; Be safe; Give 100% Effort) Provide a safe physical and emotional environment Student leaders take increased ownership of school wide Chaucer Values systems and rewards.
	Student management	Chaucer Values
<b>NAG 6</b>	Community health consultation (every two years)	Action points from IPT survey data continue to be implemented.
	Attendance initiatives	Ensure attendance procedures are adhered to and unexplained absences are followed up. Attendance advisor contacted when appropriate Digital register (on eTAP) completed in timely manner by all classroom teachers.
	Ensure that correct procedures are followed re: Stand downs and/or suspensions Management of truancy Teacher registration Staff salary increments (including allocation of CoL allowances) Police vetting of non-teaching staff and contractors Mandatory reporting to teachers council re competency and/or serious misconduct	

Signed:

Date:

Board of Trustees Chairperson

Signed:

Date:

Principal



