



# STANLEY AVENUE SCHOOL CHARTER

2020-2022  
SCHOOL NUMBER 1967



**'STRIVE TO SUCCEED'**  
**'WHAIA KIA U'**

# Shared Vision and Values

## Stanley Avenue Learner

- Collaborative Vision to reflect our current learners
- Goal setting coached (Whaia kia u) and reported on in PaCT conferences (twice yearly), monitored consistently during class time.
- Student voice collected, student agency coached and modelled.
- Class blogs/ Student blogs are great places to encourage reflection and provide an opportunity to showcase learning and the learning process.
- Kāhui Ako- Restorative Practice Professional learning 2020.

## Teachers / Staff

- Class targets/ student targets based on assessment data set from Analysis of Variance. (With opportunity to seek suitable resources and professional development).
- Performance Management based around Priority Learners, Māori learners, Education Standards, effective pedagogy and reflection/ self-review.
- Regular reflection points based on student data.
- Moderation meetings with syndicates, staff and Kāhui Ako.
- Evidence based decisions (teacher as inquirer).
- Quality assessment tools.

## School Leaders

- Strategic planning, Annual plan and Charter.
- Ensure shared vision is kept alive by having systems in place for all members of the learning community to understand current practice and have opportunity to give feedback.
- Use Stanley Avenue Learner Dimensions as a filter for decisions made (resources, property professional development).
- Ensure effective pedagogy aligns with Stanley Avenue Learner Dimensions.
- Prepare comprehensive six weekly board and curriculum reports.
- Empowering effective leadership throughout school with staff and students.
- Using ETAP effectively for relevant feedback.

## Board of Trustees

- Student learning, engagement and achievement a priority. Particularly the acceleration of learning with Priority and Māori student achievement.
- Living charter, strategic goals and annual plan.
- Understand student data and next steps.
- Bi-annual parent survey.
- Strategic goals clear and reported on regularly.
- Environmental scan completed annually with PTA and staff.
- Clear job descriptions.

## Learning Community

Shared Charter, Annual plan and Analysis of Variance.

- Shared Vision that drives every decision at the school.
- Regular parent evenings and Whānau Hui.
- Regular parental consultation
- Informative newsletters.
- Quality meetings with prospective and new parents.
- New Entrants pack regularly reviewed.
- Inter-operability with school LMS and SMS.
- Building positive and sustainable relationships with local ECE's and Te Aroha College to aim for seamless transitions within the community.

## **Stanley Avenue 'Vision'**

S- Supportive Community of Learners

A- Aspiring to be our best

S- Self-motivated achievers

**Supportive Community of Learners:** looks at the range of supportive communities within our context from classroom communities, syndicates, school, our recently formed Te Aroha Kāhui Ako.) These communities are all designed to support the Stanley Avenue learner.

**Aspiring to be our best:** focuses on high expectations and for school members to consistently put in our best effort in all areas of school life.

**Self – motivated achievers:** identifies students taking increased responsibility for their learning, displaying initiative and identifying their learning pathways.

## **Stanley Avenue Learner**

We understand that it is impossible to predict what life will be like for our learners in their futures and the knowledge that they will require. However we believe we know what competencies, skills and values are essential to be able to seize learning opportunities throughout life, in order to adapt to a changing and complex world.

### **Four dimensions of the SAS learner are:**

<i>Strive to Succeed- Whaia kia u</i>	<i>Team Player- Manaakitanga</i>
<i>Inquirer – Kaiwhiriwhiri</i>	<i>Hauora- Well being</i>

### **Our Values**

Our values are the driving force for all the actions we take

**We...**

<i>Respect and support others</i>	<i>Focus on learning</i>
<i>Care for our environment</i>	<i>Work as a team</i>

# Cultural Diversity

When developing policies and practices for the school every endeavour is made to reflect New Zealand's cultural diversity and the unique position of Māori culture. The Board takes all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori within its resources.

## **Our School reflects Cultural Diversity by:-**

- Respecting and valuing all cultures by making them feel welcome within our Multi- Cultural Society.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Including bicultural and multi-cultural aspects within the curriculum.
- Acknowledging and utilising local human resources within learning experiences.
- Constantly reflecting on our Māori Conceptual Framework.

## **Our school reflects the unique position of Māori culture by:-**

- Acknowledging the status of the Treaty of Waitangi.
- Acknowledging that New Zealand is a bi-cultural nation.
- Including aspects of Tikanga Māori in formal school occasions.
- Singing the National Anthem in both Māori and English at formal occasions.
- Using correct pronunciation of Māori names, place names, etc.
- Reflecting the value of Māori culture within our school environment.
- Incorporating Māori into our themes (via our Māori Conceptual Framework)
- Incorporating Te Reo Māori progressions school wide.

## **Our school incorporates Tikanga Māori into the school's curriculum by:-**

- Having the intent of the Ka Hikitia document alive in the vision of the Stanley Avenue Learner.
- Constantly referring to and reflecting on the Ka Hikitia and Tataiako documents to encourage best practice.
- Supporting teacher professional development to promote confidence and skill.
- Utilising the strengths of our staff to lead Kapa Haka for our tamariki.
- Using Te Reo and promoting Tikanga within the classroom.
- Promoting and participating in Māori Language Week and celebrating Matariki.
- Integrating Tikanga Māori across the curriculum whenever possible.
- Teaching Te Reo when expertise is available.

## **Our school discovers the views and concerns of our Māori community by:-**

- Holding Hui meetings.
- Consulting with local iwi.
- Co-opting, if necessary, a member of the Māori community to the Board of Trustees who will provide a link between the school and its community.
- Actively promoting and attending whānau group meetings.
- Ensuring accessibility of Principal and Board of Trustees and their willingness to listen.
- Attending district whānau gatherings.

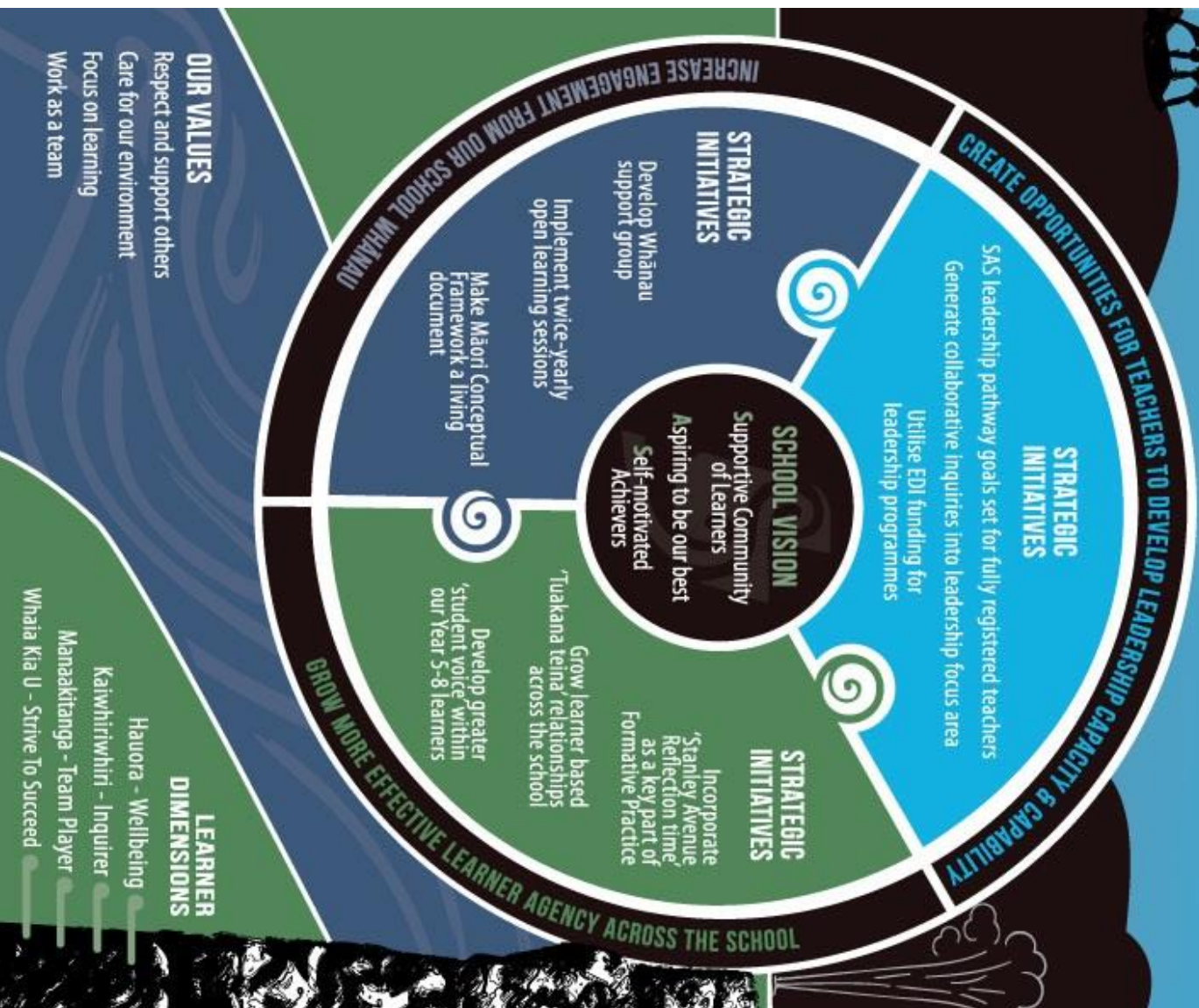
## **When a parent of a student requests that their child(ren) be provided with instruction in Te Reo Māori beyond the resources of the school, the Principal will:**

- Discuss with the parent the ways the school currently involves Te Reo and Tikanga Māori in our life and programmes.  
Assist parents to gain information on schools in the district that have the capacity for more intensive instruction.

# STANLEY AVENUE SCHOOL STRATEGIC PLAN 2020 - 2022



Whaia Kia U - Strive to Succeed



**Stanley Avenue School  
Strategic Goals for 2020**

**Vision**

*Supportive Community of Learners.  
Aspiring to be our best  
Self-Motivated Achievers*

**Strategic Goal 1:**

*Increase engagement from our School Whānau*

**Strategic Goal 2:**

*Grow more effective learner agency across the school*

**Strategic Goal 3:**

*Create opportunities for teachers to develop leadership capacity and capability*



**Stanley Avenue School  
Draft Strategic Goals for 2020**

**Vision**  
*Supportive Community of Learners.  
Aspiring to be our best  
Self-Motivated Achievers*

**Strategic Goal 2:**  
*Grow more effective learner agency across the school*

Initiatives	Actions	Metrics
<b>1/ Grow learner based 'Tuakana teina' relationships across the school.</b>	<ul style="list-style-type: none"> <li>Identify partner classrooms and establish 'Goal setting and reflection in Written Language'</li> <li>Record evidence of learning conversations on class blogs</li> </ul>	<p>By the end of Term 3, 85% of Year 4-8 students will have a strong tuakana- teina learning relationship with a peer where they can share current learning and next learning steps.</p> <p>Google forms survey. Digital evidence recorded by the end of Term 2.</p>
<b>2/ Develop greater 'student voice' within our Year 5-8 learners.</b>	<ul style="list-style-type: none"> <li>Reflection on Year 7/8 Student Voice in 2019 Mid- Year Reports for Literacy, Numeracy and the SAS Learner Dimensions in order to enhance Year 5-8 articulation of their learning</li> <li>Investigate learning forums/ and digital portfolios like Seesaw and Linc - Ed</li> <li>Staff Consultation and Community Consultation if a Digital Learning Portfolio will be implemented</li> </ul>	<p>Year 5-8 Students to lead Mid -year PaCT conferences outlining current learning and next steps.</p> <p>Review on current learning evidence gathering systems vs digital portfolios. October 2020.</p>
<b>3/ Incorporate 'Stanley Avenue Reflection time' as a Key part of Formative Practice.</b>	<ul style="list-style-type: none"> <li>Syndicates to create reflection expectations</li> <li>Teachers incorporate reflection time into learning</li> <li>Reflection conversations recorded, anecdotally or through the use of digital devices.</li> </ul>	<p>75% of Year 4-8 students can identify strengths and set WOOP goals in learning (Google forms).</p>

**Stanley Avenue School  
Draft Strategic Goals for 2020**

**Vision**  
*Supportive Community of Learners.  
Aspiring to be our best  
Self-Motivated Achievers*

**Strategic Goal 3:**  
*Create opportunities for teachers to develop leadership capacity and capability*

Initiatives	Actions	Metrics
<b>1/ SAS leadership pathway goals set for fully registered teachers</b>	<ul style="list-style-type: none"> <li>• Appraisal Goals- reformatted to show leadership pathway goals</li> <li>• Identify and develop sustainability needed in core and specialised areas across the school</li> <li>• Co-construct staff member leadership goals linked to strategic focus</li> </ul>	75% of staff, displaying growth in specific leadership areas identified through collaborative inquiry and initiatives. Google forms.
<b>2/ Utilise EDI funding for leadership programmes</b>	<ul style="list-style-type: none"> <li>• EDI proposals created for leadership funding</li> <li>• Identify beneficial and reputable courses for leadership development</li> </ul>	\$15,000 of EDI funding allocated to leadership and curriculum professional development programmes.
<b>3/ Generate collaborative inquiries into leadership focus areas</b>	<ul style="list-style-type: none"> <li>• Collaborative inquiries established in leadership areas identifying value added to self and school</li> <li>• Changes to school pedagogy and learning culture established due to findings and actions</li> </ul>	Strategies implemented to enhance learner progress from 2022, based on 2021 inquiries. Term 2-3, 2021 Collaborative Inquiries.



## Stanley Avenue School Triennial Roadmap 2020-2022

### Vision

*Supportive Community of Learners.*

*Aspiring to be our best*

*Self-Motivated Achievers*

	2020				2021				2022				
Strategic Goals	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
<i>Increase engagement from our School Whānau</i>	Develop Whānau Support Group												
		Implement twice yearly open learning sessions											
		Make Māori Conceptual Framework a living document											
<i>Grow more effective learner agency across the school</i>	Grow learning based 'Tuakana teina' relationships across the school												
	Develop greater 'student voice' within our Year 5-8 learners												
	Incorporate 'Stanley Avenue Reflection time' as a key part of Formative Practice												
<i>Create opportunities for teachers to develop leadership capacity and capability</i>					Leadership pathway goals set for fully registered teachers								
					Utilise EDI funding for Leadership programmes								
					Generate collaborative inquiries into key leadership areas								

2020 Stanley Avenue Annual Plan			
Goal Increase engagement from our School Whānau		Develop Whānau Support Group- Initiative	
Term 1	Term 2	Term 3	Term 4
Develop Whānau Support Group			
	Implement twice yearly open learning sessions		
	Make Māori Conceptual Framework a living document		
Grow learning based 'Tuakana teina' relationships across the school			
	Develop an 'agentic student reporting system'		
	Incorporate 'Stanley Avenue Reflection time' as a key part of formative practice		

Action	Responsible	Resources	Due	Measure
<b>Consult School Whānau to join Whānau support group</b>	John Byers Alana Tissingh Di Meyler	Time (3h)	April 2020	Whānau Support group established. Minimum of 4 parents/ community members). Vision and purpose of group documented and approved by BOT by end of Term 1, 2020.
<b>Consult with group on School and Kāhui Ako developments</b>	John Byers	Time (3 h)	April 2020	One page plan presented to group and Kāhui Ako Achievement Challenges presented.

<b>Co- construct Hui content together</b>	John Byers Alana Tissingh Di Meyler	2 hours 1 x reliever@ \$300	May 30 2020	Facilitate Hui meeting Brainstorm evident of Whānau support group goals linked to school goals. Sharing of Māori achievement data.
<b>Create a gap analysis for Te Ao Māori incorporating, Tikanga and Te Reo. (Specifically focusing on personnel, resources and future sustainability)</b>	Whānau support group	Time (2h)	July 2020	Gap Analysis model used. Completed individually and then combined to form the main patterns and trends. Goals reformed.
<b>Build sustainable relationships with Ngati Haua and Ngati Tumutumu</b>	Lead Team Whānau support group	Time (10h)	August- September 2020	Meet with representatives firstly from Ngati Tumutumu and then Ngati Haua.  Give each group a copy of our Strategic Plan and MCF.

### 2020 Stanley Avenue Annual Plan

<i>Goal- Increase engagement from our School Whānau</i>	<i>Implement twice yearly open learning sessions - Initiative</i>
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Action	Responsible	Resources	Due	Measure
<b>Invite School Whānau to share in student learning, sharing learning goals and next steps.</b>	John Byers Christine Finucane Di Meyler	Time (6 h) 1X release day @ \$300.	July 2020  September 2020	End of Term 2 and Term 3, 75% of attendance from school Whānau.
<b>Gather Whānau voice from first open learning session, to guide Term 3 Open learning session.</b>	John Byers Alana Tissingh Di Meyler	Time (3 h)	July 3 2020  September 2020	Google forms survey document created identifying strengths and next steps to enhance Open Learning Session 2. Completed by 80 % of participants. Linked to School Facebook page and website.

## 2020 Stanley Avenue Annual Plan

*Goal- Increase engagement from our School Whānau*

*Make Māori Conceptual Framework a living document- Initiative*

Action	Responsible	Resources	Due	Measure
<b>Review of Māori Conceptual Framework</b>	John Byers Alana Tissingh Di Meyler Whānau support group	Time (6 h) 1X release day @ \$300.	July 3 2020	MCF reviewed as at July 2020. Review will focus on what's living, what is not relevant and future actions.
<b>Resetting goals for 2021 and beyond with Whānau</b>	John Byers Alana Tissingh Di Meyler	Time (3 h)	August 2020	Wananga with Whānau support group. Future actions become new goals
<b>Refer to MCF- three staff meetings a term. Review as a staff twice yearly.</b>	Lead Team Alana Tissingh All staff	Ongoing	Term 2- Term 4 2020	Discussions and learnings around MCF, documented in staff meeting minutes.

**2020 Stanley Avenue Annual Plan**

*Goal- Grow more effective learner agency across the school*

*Grow learner based 'Tuakana teina' relationships across the school - Initiative*

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> <li><b>Identify partner classrooms</b></li> </ul>	Di Meyler	Staff meeting incorporation	End of Term 1	Year 4-8 partner classrooms are established. By the end of Term 1, every child knows who their learning buddy is.
<ul style="list-style-type: none"> <li><b>Establishing 'goal setting and reflection practices in Written Language'</b></li> </ul>	All Teachers	Staff meeting incorporation	End of Term 2	Teachers and students know how to set WOOP goals, and how to review them.
<ul style="list-style-type: none"> <li><b>Record evidence of learning conversations on class blogs and websites</b></li> </ul>	All Teachers	Staff meeting incorporation	End of Term 3	By the end of Term 3, 85% of Year 4-8 students will have a strong tuakana- teina learning relationship with a buddy where they can share current learning and next learning. Google forms survey used for evidence.

**2020 Stanley Avenue Annual Plan**

*Goal- Grow more effective learner agency across the school*

*Develop greater 'student voice' within our Year 5-8 learners- initiative*

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> <li><b>Reflection on Year 7/8 Student Voice in 2019 Mid- Year Reports for Literacy, Numeracy and the SAS Learner Dimensions in order to enhance Year 5-8 student's articulation of their learning.</b></li> </ul>	John Byers Di Meyler Alana Tissingh Sally Oldfield	\$600 X 2 relievers	30 May 2020	75% of Students to be able to unpack their learning strengths and next steps effectively during Term 2 PaCT Conferences.

<ul style="list-style-type: none"> <li>Investigate digital learning portfolios like Seesaw and Linc - Ed</li> </ul>	Di Meyler Christine Finucane	\$2000 Professional Development	October 2020	Review on current learning evidence gathering systems vs digital portfolios. Report to board, lead team and staff. (Including teacher voice). October 2020.
<ul style="list-style-type: none"> <li>Staff Consultation and Community Consultation if a Digital Learning Portfolio Will be implemented.</li> </ul>	Lead Team	\$5,000 Reporting system implementation	October 2020	Community consultation carried out by Lead Team as to reporting changes.

2020 Stanley Avenue Annual Plan	
Goal- <i>Grow more effective learner agency across the school</i>	<i>Incorporate Stanley Ave reflection time as a key part of learning sessions</i>

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> <li>Syndicates to create, reflection expectations.</li> </ul>	Syndicate Leaders Lead Team	(2 hours- Syndicate Meeting)	Week 1, Term 3 2020	All Year 4-8 students have regular opportunities to reflect on key learning (Extent of reflections will vary between year levels).
<ul style="list-style-type: none"> <li>Teachers incorporate reflection time into learning.</li> </ul>	All staff	4 X release days (\$1,200) Coaching and Mentoring	Week 10, Term 3, 2020	75% of year 4-8 students can identify strengths and set WOOP goals in learning.  Google forms survey to capture this evidence.
<ul style="list-style-type: none"> <li>Reflection conversations recorded.</li> </ul>	All staff	2 x release days (\$600) Coaching and mentoring	Ongoing up until Week 5, Term 4 2020	Individual student reflections to be recorded via platform specified by syndicates.

