



# RUSSLEY



SCHOOL CHARTER 2021-2023

## SCHOOL CONTEXT: **RUSSLEY SCHOOL**

Russley School, established in 1963, is a decile 7, full primary school in the North-West of Christchurch, New Zealand. The roll ranges between 420-460 students. The school has nineteen classrooms, a library, two halls, a robotics studio, a multi-purpose centre and a common room for Years 7 and 8 students. Large playing fields, adventure playgrounds and paved court areas provide excellent play areas for students. Russley School has a diverse community, consisting of more than 20 ethnicities. The school population is NZ European (56%), Chinese (12%), Māori (12%), European (8%), Pasifika (4%), Middle Eastern (4%) and other ethnicities (4%). This cultural diversity is an aspect to be celebrated. At Russley School, we seek to embrace and develop opportunities to grow our cultural inclusion.

The school's vision is, *'Russley School - where every child experiences personal success'*. The school's dispositions, developed through extensive consultation, encourage all who are part of Russley School to be respectful, self-aware, self-managers, team players, creative, problem solvers and healthy.

*Respectful - Value themselves, others and the environment.*

*Self-aware - Understands the impact of their actions on others. Identifies strengths and next steps.*

*Self-managers - Is organised, responsible and self-motivated.*

*Team player - Relates well to others. Communicates and contributes positively.*

*Creative - Contributes imaginative and original ideas.*

*Problem solver - Is curious and explores ideas. Thinks logically and critically to find solutions.*

*Healthy - Contributes to their own and others' well-being.*



A feature of the school is the very respectful relationships that exist across the school - between students, between students and staff, and between staff and the community.

In developing new strategic goals for Russley School, a strong sense of 'togetherness' was highlighted as an underlying feature of the school and something worth promoting. The three new strategic goals reflect this sense of togetherness.



**'Growing together'** - Brave, resilient champions of our learning

*(Be daring, facing difficult things, positive attitude, bouncing back, never giving up. Being happy to face challenges. We are self-directed, we know our learning, we know where we are going, we are committed to learning.)*

**'Creating together'** - Inspiring confident innovators of tomorrow

*(Our school needs to be about inspiration. We want to back ourselves as learners, be self-aware. We are future-focused and challenging the status quo.)*

**'Walking together'** - Nurturing an inclusive, respectful community

*(Nurturing is what we do. We have a diverse community, so we want to be inclusive. Respectful is good!)*

The Principal leads Russley School, collaborating with a Deputy Principal, twenty teachers, six teacher aides, three administration staff, a musical director, a caretaker and three cleaners. Four team leaders each lead a team of three to five classes - Team Waka (Y0-2), Team Roto (Y3-4), Team Awanui (5-6) and Team Moana (Y7-8). The team names are as a result of student consultation and represent a metaphoric journey through expanding bodies of water, equating to growing experiences and learning. Staff work collaboratively across the school, sharing ideas and supporting each other.

Teachers use a range of high-quality, innovative teaching practices to cater well for students' strengths, needs and interests. Teachers continually extend their knowledge and capabilities through well-targeted professional and personal development. The well-designed curriculum sets clear direction for high-quality teaching and learning. It reflects the school community's expectations and values. An annual review process ensures that the curriculum continues to be responsive to students' interests, strengths and needs. An inquiry approach to learning, that often focuses on school, local and wider community issues, is helping students develop investigation and problem-solving skills and makes learning relevant. Students are encouraged to take individual responsibility, and ownership of, their learning.

Emphasis has been placed on developing strong healthy students through quality Physical Education and Sports programmes. Students and staff belong to one of four houses - Bentley, Cutts, Pinehurst and Woodbury. These names represent local street names surrounding the school. Throughout the year, houses captains lead and organise competitions, which hold much prestige. The school accesses community resources to provide coaching for 'elite' students. Russley students experience outstanding sporting success.

Russley School has a highly capable Board of Trustees, who give priority to student achievement. Trustees are very interested in, and use reliable student achievement information to make well-informed decisions about future planning. They work closely with school leadership to ensure the school is well-resourced. The board is committed to an on-going programme of internal evaluation to identify what is working well in the school and areas for development.

Russley School enjoys a wonderful partnership with its parent community. An active Parent Teacher Association (PTA) supports many school activities and events. New parents are always welcome to join the PTA.

Following a fire at school in September, 2019 where a classroom block was destroyed and the school administration deemed unusable, the Ministry of Education has determined that Russley School will be fully rebuilt. This is an exciting opportunity for our school for the future, with more details to follow about the process.

### **NZ Cultural Diversity and the Unique Position of the Māori Culture**

At Russley School, students learn in an inclusive and supportive environment where their diversity is recognised and valued. School policies and practices reflect NZ's cultural diversity and fulfil the intent of Ka Hikitia - Accelerating Success 2013-17. The school ensures that Māori and Pasifika students achieve personal educational success as Māori and Pasifika, and are confident in their identity, language and culture. Māori and Pasifika students' progress and achievement is strengthened through productive partnerships and engagement with whānau and community. All reasonable steps are taken to provide instruction in Tikanga Māori Te Reo Māori for all students and extension Te Reo for students whose parents request it.



## STRATEGIC VISION & GOALS: RUSSELY SCHOOL

### *Promoting Personal Best*

In collaboration, the BOT, Senior Leadership team, staff and community have developed the following strategic vision and goals. The strategic goals, **Walking Together**, **Growing Together** and **Creating Together** reflect a long-term view towards the direction of Russley School and its learners.



**Growing Together** – We are brave, resilient champions of our learning by:

- Directing our learning priorities using timely and relevant assessment
- Encouraging learners to seek and value success
- Empowering learners to be knowledgeable about their needs and well-being
- Evaluating internally to inform us of our growth and next steps

**Creating Together** – We are inspiring confident innovators of tomorrow by:

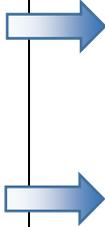
- Exploring innovative learning opportunities and practices
- Developing digitally literate pedagogy and learning spaces
- Being self-aware, future focused learners who challenge the status quo

**Walking Together** – We are nurturing an inclusive, respectful community by:

- Developing learning- focused partnerships with our community
- Investigating opportunities to recognise and value our cultural identity and diversity
- Building a culture of care that enables learners and focuses on success

## STRATEGIC VISION & GOALS: RUSSELY SCHOOL

### Promoting Personal Best

GROWING TOGETHER	2021	2022	Long Term
<p>Directing our learning priorities using timely and relevant assessment. (NAG 1, 2, 2a, 8)</p>	<ul style="list-style-type: none"> <li>Students requiring support, adaption or differentiation are identified and support programmes are in place.</li> <li>Student achievement targets are set to prioritise accelerated learning for identified groups.</li> <li>Targeted teaching interventions provide focused adaptation/differentiation for students and their learning.</li> </ul>		<p>Staff and students use meaningful and analytical assessment practices to guide learning in support of the New Zealand Curriculum.</p>
	<ul style="list-style-type: none"> <li>Learning reviews provide up-to-date learning information and monitoring of interventions for impact.</li> <li>Continued maths curriculum design is focused on a holistic approach to engaging all maths ideologies to support learning.</li> </ul>	<p>The knowledge gained is broadened and applied through sharing recommended teaching practices.</p>	
<p>Encourage learners to seek and value success. (NAG 1, 3, 7)</p>	<ul style="list-style-type: none"> <li>Strategic goals continue to guide our school's development.</li> <li>The Professional Growth Cycle supports the purposeful development of our teaching staff.</li> <li>Teacher 'capability' is developed through the integration of the Capability Tool.</li> <li>Coaching conversations inform/guide teacher and leadership development .</li> </ul>	<p>Teaching staff actively engage in inquiry based professional learning.</p> <p>Teacher capability is valued as a key aspect of teacher development through specific plans for personal improvement.</p>	<p>Russley School is renowned for high quality, future focused teaching practice.</p>

<p><b>Empowering learners to be knowledgeable about their needs and well-being.</b> (NAG 1, 3)</p>	<ul style="list-style-type: none"> <li>• Learner agency is prioritised as a student centred approach to learning.</li> <li>• Expand the well-being programme to include</li> <li>• Universal Design for Learning (UDL) philosophies inform everyday teaching and learning practices.</li> </ul>	<p>Learning programmes continue to be developed to support student/learner agency.</p> <p>A well-being action plan continues to inform specific development strategies for well-being at Russley School. Inclusive practices are the norm in catering for all learners.</p>	<p>Students/staff can plan for and articulate their learning and understand and appreciate their own well-being.</p>
<p><b>Evaluating internally to inform us of our growth and next steps.</b> (NAG 2, 6)</p>	<ul style="list-style-type: none"> <li>• Strategic consultation and redevelopment as part of the master-planning phase sets the future direction for Te Parito Kōwhai.</li> <li>• Russley School internal evaluation framework is embedded.</li> <li>• The Russley School curriculum will continue to be developed to promote a focus on local, place-based learning that reflects the needs of our students.</li> <li>• School Docs policy framework is the basis for policy review.</li> </ul>	<p>Regular internal evaluation informs school development.</p>	<p>All school opportunities are significantly embraced through internal evaluation and continuous improvement.</p>

## STRATEGIC VISION & GOALS: **RUSSLEY SCHOOL**

### *Promoting Personal Best*

WALKING TOGETHER	2021	2022	Long Term
<p>Developing learning-focused partnerships with our community. (NAG 1)</p>	<ul style="list-style-type: none"> <li>Students requiring support, adaption or differentiation are identified and support programmes are in place.</li> <li>Student achievement targets are set to prioritise accelerated learning for identified groups.</li> <li>Learning reviews provide up-to-date learning information and monitoring for impact.</li> <li>Educa is introduced as a tool to support reporting and feedback on student achievement.</li> <li>Continued development of school SMS practices to provide detailed learner information, integrating with Educa.</li> <li>Real-time reporting supersedes the previous written report process with accompanying roll-out plan.</li> </ul>	<p>Teacher knowledge of learner needs is prioritised for action, monitoring and review.</p> <p>Future focused learner attributes/dispositions are explicit and tangible for all learners.</p> <p>Explicit and detailed learner knowledge informs decisions about individual/group action plans.</p>	<p>Teaching and learning programmes are informed by high quality information about learner needs.</p> <p>Our school community is knowledgeable about and able to make active contributions to improving student learning.</p>
<p>Investigating opportunities to recognise and value our cultural identity and diversity. (NAG 1)</p>	<ul style="list-style-type: none"> <li>Continue to look for ways to enhance our Bi-cultural &amp; Cultural Inclusiveness commitment to Te Ao Māori.</li> <li>The Russley School 'place-based' curriculum is guided through bi-cultural connections and emphasis.</li> <li>Continue to seek events that celebrate our variety of cultures.</li> <li>The Te Parito Kōwhai perspective informs our strategic revisioning later in 2021.</li> </ul>		<p>Our school recognises and reflects New Zealand's unique bi-cultural heritage through the Russley School Cultural Inclusiveness Plan.</p>
<p>Supporting an international profile for Russley School</p>	<ul style="list-style-type: none"> <li>Redevelop Russley School's international student profile by creating a specific action plan for the marketing our school.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Build partnerships with key stakeholders in the international student market.</li> </ul>		
<p><b>Building a culture of care that enables learners and focuses on success.</b> (NAG 1, 3)</p>	<ul style="list-style-type: none"> <li>• Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs.</li> <li>• Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations.</li> <li>• Continue to grow teacher expertise in whanaungatanga and the use of inclusive practices.</li> <li>• Foster pastoral care systems that actively include and promote well-being in our school community.</li> </ul>	<p>Inclusive practices are at the forefront of decisions made regarding student learning.</p> <p>A well-being focus supports the reframing of pastoral care requirements.</p>	<p>Russley School prides itself on building a sense of belonging where positive relationships are valued to support learners reaching full potential.</p>

## STRATEGIC VISION & GOALS: RUSSELY SCHOOL

*Promoting Personal Best*

CREATING TOGETHER	2021	2022	Long Term
Exploring innovative learning opportunities and practices (NAG 1, 2)	<ul style="list-style-type: none"> <li>Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development.</li> <li>The Russley School 'place-based' local curriculum is evident and supported by inquiry philosophies.</li> <li>The Te Parito Kōwhai kura rebuild planning programme is prioritised for completion.</li> </ul>	<p>Curriculum design is future-focused and facilitates student access through co-construction and self-determination.</p> <p>The Russley School localised curriculum is continuously expanded in its application.</p>	Russley School actively seeks best practices to grow teaching and learning experiences.
Developing digitally literate pedagogy and learning spaces. (NAG 1, 4)	<ul style="list-style-type: none"> <li>Continue to increase access to technology supported learning is provided through access to a variety of devices.</li> <li>Centrally-funded PLD supports the continued growth of teacher capability in Digital Technology.</li> <li>Explicit disposition detail enables students to make deliberate decisions about their personal development.</li> </ul>	<p>The ICT/DT action plan informs decisions for the future of digital pedagogy at Russley School.</p> <p>Disposition expectations will be visibly displayed externally around the school environs.</p>	Russley School is future-focused and committed to developing innovative and flexible approaches to teaching and learning.
Being self-aware, future focused learners who challenge the status quo. (NAG 1, 3)	<ul style="list-style-type: none"> <li>With the support of centrally-funded PLD the Russley School Digital Technology Curriculum framework supports learning across all areas.</li> <li>Students are encouraged to be key decision makers at Russley School.</li> <li>Students can access the Russley School Dispositions through knowing explicit behaviours/attitudes/competencies supporting learner agency.</li> </ul>	<p>The Digital Technology Curriculum is embedded into curriculum design.</p>	Learners at Russley School are supported to be knowledgeable about their learning.

## ANNUAL PLAN & GOALS: RUSSELY SCHOOL

Promoting Personal Best



### GROWING TOGETHER

STRATEGIC LINK	2021	CHAMPION	EXPECTED OUTCOMES
Directing our learning priorities using timely and relevant assessment.	<ul style="list-style-type: none"> <li>Students requiring support, adaption or differentiation are identified and support programmes are in place.</li> <li>Student achievement targets are set to prioritise accelerated learning for identified groups.</li> <li>Targeted teaching interventions provide focused adaptation/differentiation for students and their learning.</li> <li>Learning reviews provide up-to-date learning information and monitoring of interventions for impact.</li> <li>Continued maths curriculum design is focused on a holistic approach to engaging all maths ideologies to support learning.</li> <li>Structured literacy approaches across the school are applied using The Code (Liz Kane).</li> </ul>	<p>Senior leadership Team leaders</p> <p>Teaching staff</p> <p>Senior leadership Team leaders</p> <p>AW CART team</p>	<p>Data forms the basis for making informed decisions about student learning, targeted groups, monitoring impact and as a support basis for external referrals. Learning reviews will inform understanding of data use, identification and monitoring of student outcomes through regularly review and reflection. The Learning Reviews are considered a crucial document to helping inform actions for achieving accelerated progress.</p> <p>As well as setting student achievement targets for the Ministry of Education, other targets within teams will be identified, actioned and monitored for impact in curriculum areas of identified need.</p> <p>JR and MD are coordinating additional maths programme support. Rob Proffitt-Whyte will be working with us to build a deeper understanding of how to ensure we create opportunities to enable the best experiences for our learners. We will look at and develop strengthening understanding, enable connections, develop flexibility and enhance thinking across the school. Key aspects will include tracking students on their maths journey and provide real-time insights on student learning gaps and help teachers develop their understanding of the maths concepts relating to their students' challenges, enabling them to adjust instruction and monitor student gaps.</p> <p>A significant restructure of literacy teaching and learning is supported throughout the school, with a particular focus on Team Waka. Reading Recovery will no longer be in operation.</p> <p>The Code, as promoted through Liz Kane, will support language acquisition through supported phonic and word pattern learning, backed up by specific teaching in reading and writing to reinforce learned patterns.</p> <p>PLD will support junior teachers' knowledge and application of the programme. School-wide testing will provide specific information to teachers and identify gaps in students' knowledge that need to be filled.</p>
Encourage learners to seek and value success.	<ul style="list-style-type: none"> <li>Strategic goals continue to guide our school's development.</li> <li>The Professional Growth Cycle supports the purposeful</li> </ul>	<p>Principal/BOT</p> <p>Principal</p>	<p>The strategic goals provide the basis for planning and reporting for Russley School in the medium-term future.</p> <p>The Professional Growth Cycle is used as the framework for teacher development and learning. The 'I am Capable' on-line tool will be used to support the identification and</p>

	<p>development of our teaching staff.</p> <ul style="list-style-type: none"> <li>• Teacher 'capability' is developed through the integration of the Capability Tool.</li> <li>• Coaching conversations inform/guide teacher and leadership development .</li> </ul>	JR	<p>development of personal capabilities to integrate with the teaching professional standards.</p> <p>Team leaders will build on the coaching PLD from last year to engage in deliberate coaching conversations within their teams.</p> <p>Established coaching conversations between school senior leadership will continue.</p>
<p><b>Empowering learners to be knowledgeable about their needs and well-being.</b></p>	<ul style="list-style-type: none"> <li>• Learner agency is prioritised as a student centred approach to learning.</li> <li>• Embed the well-being programme to include the development of the Te Parito Kōwhai wellbeing model to base future engagement on.</li> <li>• Universal Design for Learning (UDL) concepts will be embedded to highlight and cater towards "teaching and learning at the edges"</li> </ul>	<p>Curriculum team</p> <p>Principal Senior leadership</p> <p>Principal / PS Well-being champions</p> <p>JR/Principal</p>	<p>Learner agency practices are increasingly evident in our Russley School teaching and learning. This supports the development of our future-focused, student-centred curriculum.</p> <p>Through use of the 'iamcapable' portal, teachers will become conversant with their profile of capabilities.</p> <p>Teachers will be supported to develop identified capabilities through targeted interventions. Teachers will be encouraged to collect evidence that supports the acquisition of additional personal capabilities.</p> <p>Improve child health through changes to the schedule for playing, eating and increasing the intake of complex carbohydrates and hydration.</p> <p>Improve family and child wellbeing for children with the highest need through information and recommendation for diet supplementation.</p> <p>Teachers will build on their ability to plan for predictable variability from the outset. The diverse and variable needs of all students will be met. Students will know who they are, understand how they learn and feel connected to their teacher and their learning environment and will therefore achieve better. The three principles of UDL are linked to the who, the why and the how. Through engagement students will have their motivation stimulated and enthusiasm sustained for learning in different ways. Students will be provided with options and supports to create, learn and share.</p>
<p><b>Evaluating internally to inform us of our growth and next steps.</b></p>	<ul style="list-style-type: none"> <li>• Strategic consultation and redevelopment as part of the master-planning phase sets the</li> </ul>	Principal	<p>A comprehensive strategic review will enable decisions to be made for the future of Te Parito Kōwhai Russley School. This is designed to inform key design elements of the school rebuild in preparation for 2022. There is a desire to enhance the value of our dual name as well as acknowledging the school's history and identity.</p>

	<p>future direction for Te Parito Kōwhai.</p> <ul style="list-style-type: none"> <li>• Russley School internal evaluation framework is reviewed and modified post-Covid.</li> <li>• The Russley School curriculum will continue to be developed to promote a focus on local, place-based learning that reflects the needs of our students.</li> <li>• School Docs policy framework is the basis for policy review.</li> </ul>	<p>CART team</p> <p>CART team</p> <p>Principal</p>	<p>Community consultation will add stakeholders views and ideas for development. Consultation feedback will contribute to the planning stages of the school rebuild and be manifest in eh physical surroundings of the school.</p> <p>The Russley School “How good is our school?” internal evaluation framework will be embedded to provide specific review information. This will reflect policy review through School Docs and a wide variety of strategic, planned and emergent contexts.</p> <p>The curriculum, assessment and reporting team will lead curriculum design for Russley School.</p> <p>School Docs policy tool is embedded to enable BOT, staff and community to easily access and review Russley School policies.</p>
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# ANNUAL PLAN & GOALS: RUSSELY SCHOOL

Promoting Personal Best:

## WALKING TOGETHER

STRATEGIC LINK	2021	CHAMPION	EXPECTED OUTCOMES
<p>Developing learning-focused partnerships with our community.</p>	<ul style="list-style-type: none"> <li>Students requiring support, adaption or differentiation are identified and support programmes are in place.</li> <li>Student achievement targets are set to prioritise accelerated learning for identified groups.</li> <li>Learning reviews provide up-to-date learning information and monitoring for impact.</li> <li>Educa is introduced as a tool to support reporting and feedback on student achievement.</li> <li>Continued development of school SMS practices to provide detailed learner information, integrating with Educa.</li> <li>Real-time reporting supersedes the previous written report process with accompanying roll-out plan.</li> </ul>	<p>Senior leadership Team leaders AW/SL MCAT</p>	<p>Learning reviews will continue to be the basis for teachers to be knowledgeable about their learners. Regular review and addition to the learning reviews inform interventions and outcomes for all teachers connected to the students within teams.</p> <p>Real-time reporting will replace the traditional written report, delivered twice yearly. The real-time reporting schedule will ensure parents are informed regularly about the learning, progress and achievement of their children. A specific reporting schedule will be developed to provide structure and clear expectations for teachers and students in providing learning information.</p> <p>Educa will provide an on-line parent platform to share learning, progress and achievement of individual students. Educa will be used to report to parents. A schedule of curriculum reporting expectations will ensure curriculum coverage, with an initial focus on reading, writing, maths and Russley dispositions. Educa will focus exclusively on sharing learning information that is part of the created assessment and reporting schedule.</p> <p>SeeSaw will continue to be available at school to enable a broader learning connection between individual classes and home. These may include 'good news' stories and the 'fluffier' elements of sharing learning with parents.</p>
<p>Investigating opportunities to recognise and value our cultural identity and diversity.</p>	<ul style="list-style-type: none"> <li>Continue to look for ways to enhance our Bi-cultural &amp; Cultural Inclusiveness commitment to Te Ao Māori.</li> <li>The Russley School 'place-based' curriculum is guided through bi-cultural connections and emphasis.</li> <li>Continue to seek events that celebrate our variety of cultures.</li> <li>The Te Parito Kōwhai perspective informs our strategic revisioning later in 2021.</li> </ul>	<p>Principal RS/RB MCAT KV</p>	<p>Through our Bi-Cultural plan and the Cultural Inclusiveness Plan, give effect to the continued development of Te Ao Māori and the recognition and celebration of the wide variety of culture we have at Russley School.</p> <p>Following the Covid interruptions of 2020, mihi whakatau will be reintroduced to welcome new families to Russley School.</p> <p>In developing a the Russley School 'place-based' curriculum, strong supporting links are sought to the bi-cultural history of the area and modern day connections.</p> <p>Explore further opportunities to engage and liaise with our families from other cultures.</p> <p>Build on the 'Tea and Talk' initiative to encourage more opportunities to connect our school community with key community contacts.</p> <p>Support the PTA in the re-establishment of the Food Festival instigated in 2019.</p>

<p><b>Building a culture of care that enables learners and focuses on success.</b></p>	<ul style="list-style-type: none"> <li>• Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs.</li> <li>• Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations.</li> </ul>	<p>Senior leadership Team Leaders</p> <p>Senior Leadership</p>	<p>Priority learners will be known in detail and their learning needs are actively supported with explicit learning plans.</p> <p>Priority learners will have their learning needs assessed. Teaching programmes will be adapted and differentiated to meet their learning needs.</p> <p>Priority is given to encouraging meaningful whānau connections as the norm at Russley School. Conversations are had in person and where possible face-to-face.</p> <p>Tātaiako is used to guide and provoke culturally responsive interactions through understanding family connections and environments.</p>
<p><b>Supporting an international profile for Russley School</b></p>	<ul style="list-style-type: none"> <li>• Continue to grow teacher expertise in whanaungatanga and the use of inclusive practices.</li> <li>• Foster pastoral care systems that actively include and promote well-being in our school community.</li> </ul>	<p>PS MCAT</p> <p>RS/RB MCAT</p>	<p>Following the analysis of the Wellbeing at School survey in 2020, a specific and deliberate focus is to be made in Term 1 to establish meaningful connections with, and knowledge of, all families from the school's population.</p> <p>Promote a school culture where ethnic diversity is valued and celebrated through strengthening the capacity of every staff member to be proactive and reflective in their teaching practice and actions; including UDL (Universal Design for Learning), Pasifika Education Plan and Ka Hikitia.</p> <p>Engage in regular consultation with Māori and Pasifika parents to best connect with our Māori and Pasifika community.</p>
<p><b>Supporting an international profile for Russley School</b></p>	<ul style="list-style-type: none"> <li>• Redevelop Russley School's international student profile by creating a specific action plan for the marketing our school.</li> <li>• Build partnerships with key stakeholders in the international student market.</li> </ul>	<p>Principal</p>	<p>A broad-ranging marketing and development strategy for attracting international students to Russley School will identify the specific actions required to facilitate students from other countries to access schooling at Russley School. In readiness for an opening of the borders, post-Covid, resources and materials will be made available to enable connections to be made to external agents, marketers and international support agencies to enhance Russley School's profile in this space.</p>

## ANNUAL PLAN & GOALS: RUSSELY SCHOOL

### Promoting Personal Best: CREATING TOGETHER

STRATEGIC LINK	2021	CHAMPION	EXPECTED OUTCOMES
Exploring innovative learning opportunities and practices	<ul style="list-style-type: none"> <li>Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development.</li> <li>The Russley School 'place-based' local curriculum is evident and supported by inquiry philosophies.</li> <li>The Te Parito Kōwhai kura rebuild planning programme is prioritised for completion.</li> </ul>	<p>CART team</p> <p>Principal/BOT</p>	<p>The Russley School Curriculum shifts its focus towards a localised, place-based curriculum that prioritises localised setting as an initial focus for learning. Strong ties to bi-cultural connections will feature, along with the redeveloped Russley School inquiry model being used to support the learning choices and agency from the students.</p> <p>Staff will collaboratively plan their learning experiences to support the full implementation of all curriculum areas.</p> <p>Students will be encouraged to make decisions about their learning within the context of the selected learning field.</p> <p>Continued work to progress renewed Master Plan for Russley School for 2021 that focuses on the complete rebuild of Russley School.</p> <p>The school will be guided by MOE involvement. With such a significant project, specific project groups will be established to provide a coherent overview of the project.</p>
Developing digitally literate pedagogy and learning spaces.	<ul style="list-style-type: none"> <li>Continue to increase access to technology supported learning is provided through access to a variety of devices.</li> <li>Centrally-funded PLD supports the continued growth of teacher capability in Digital Technology.</li> </ul>	<p>Principal AW/RB External facilitator EP</p> <p>Principal All staff BOT</p>	<p>The revised ICT strategic plan informs the future direction for technology provision through the Digital Technologies curriculum. A new IT support service will inform infrastructure development as our school seeks to continue to develop our digital capability.</p> <p>There is an emphasis given to the inclusion of digital technology in learning opportunities. Building on the successful development of teacher knowledge and skills during 2020 through accessing centrally-funded PLD and Emma Planicka, the expectation is that we can access further PLD hours to continue development in the Digital Technology Curriculum area.</p> <p>The next area for development is to understanding how the progress outcomes within the curriculum influence the integration of the DT Curriculum across other curriculum areas.</p>
Being self-aware, future focused learners who challenge the status quo. (NAG 1, 3)	<ul style="list-style-type: none"> <li>With the support of centrally-funded PLD the Russley School Digital Technology Curriculum framework supports learning across all areas.</li> </ul>	<p>Principal AW/RB External facilitator EP</p>	<p>Students will increasingly access the Digital Technology Curriculum because teacher knowledge and capability has been increased.</p> <p>Students can expect to receive cross-curricular learning opportunities that are supported with the inclusion of digital technology tools and strategies.</p>
	<ul style="list-style-type: none"> <li>Students are encouraged to be key decision makers at Russley School.</li> <li>Students can access the Russley School Dispositions through knowing explicit</li> </ul>	<p>Senior Leadership Team leaders</p>	<p>Learning conversations include disposition language from the expanded disposition examples.</p> <p>Disposition detail is displayed and referred to in classes.</p> <p>Students can connect to the dispositions through child-friendly language.</p>

	behaviours/attitudes/competencies supporting learner agency.		The respective teams throughout school, prioritise the inclusion of disposition attitudes and behaviours into everyday actions.
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## ANNUAL PLAN & GOALS: STUDENT ACHIEVEMENT TARGETS



The following student achievement targets have been set for 2021. These targets are set in conjunction with the Ministry of Education's legislative requirements for raising student achievement. The targets support an alignment to achievement against the National Standards. An underlying theme to the targets is that of accelerated progress as identified through *Raising Student Achievement Through Targeted Actions* (ERO, 2015).



### RUSSLEY SCHOOL - Annual Plan 2021 *Team Waka - Student Achievement Target*

<b>Strategic Goal:</b> Accelerated progress for Year 1 and 2 children who have been identified as needing extra support in reading and literacy.	<b>Target Area:</b> READING
<b>Student group:</b> 10 x junior students consisting of: <u>Year Level:</u> 7 x Year 1 and 3 x Year 2 <u>Gender:</u> 8 x Female and 2 x Male <u>Ethnicities:</u> 7 x NZ European/Pakeha, 2 x Maori, 1 x Chinese	
<b>Annual Target:</b> <ul style="list-style-type: none"> <li>3 of the students ended 2020 reading at the yellow level, 6 were reading at red and 1 is new to the school. All 10 are starting 2021 on Stage 1 of the Little Learners Love Literacy (LLLL) programme.</li> <li>The 10 students will make accelerated progress and complete Stage 3 by mid year, and be working in Stage 6 by the end of the year.</li> </ul>	<b>Noticing (What is so?):</b> <ul style="list-style-type: none"> <li>These 10 students have all been at school for at least 6 months and have not made the gains in reading that we would expect to see in this time.</li> <li>All students, despite where they had got to at the end of 2020 (a range of red-yellow in the PM levels), upon testing at the beginning of 2021 were only at Stage 1 in the LLLL programme.</li> </ul>
<b>July Progress towards target:</b>	

**End of Year :**

- These students have varying degrees of sound knowledge, however are not successfully segmenting and blending these sounds into words, therefore preventing them from reading texts.

It is interesting to note that:

- 7 of the children have been at school for 6-8 months, however 1 has had a full year and 2 have now had approximately 18 months. All of these children are currently at the same level, however, and require the same support.
- 1 student attended Russley as a new entrant, however attended another school last year, before returning in 2021.

**Investigating (Why is it so?):**

- Learning programmes were significantly interrupted due to Covid in 2020.
- Despite 6 months or more at school, and full participation in our literacy programme, these students have not gained the knowledge and understanding required to progress with their reading.
- We are now understanding that a “traditional” New Zealand reading approach may not best serve all learners, and these children may have struggled to achieve the required sound and phonic knowledge through our previous methods.
- To make the changes required in the delivery of the structured literacy approach, we acknowledge that there will be changes in teaching practice necessary to evolve this programme. There is an inherent expectation that teacher uptake and ongoing development will be critical to the success of the new programme and this in itself is an investigation.

**Evidence collected:**

- LLLL test administered by the literacy support teacher
- The Code word check
- Running records end of 2020
- Teacher observations

**Wonderings...**

- Are there any other underlying factors? Especially in the children who have been at school for a longer period of time?

**Collaborative sense-making (So what?):**

It is evident that what we have previously been doing in our reading programme is not working for these learners. Research into Structured Literacy and The Science of Reading shows that, while originally designed for dyslexia, this programme has been proven to work for all learners. As a team we have noticed large numbers of children who are below the level we would expect for reading, and have agreed that we need to change our approach to try and achieve more success for our learners. All current research shows that a Structured Literacy approach is the best way to teach children to decode and read. By adopting this approach across our team for all learners, and putting intervention groups in place to double the impact for our target students, we hope to achieve the accelerated progress needed to have them reading where we would expect at the end of the year.

**Prioritising to take action (Now what?):**

What specific actions will be taken to meet the target?

When will it be done by?

Who is involved/responsible?

What resources will be allocated?

Whole class structured literacy approach	Programme undertaken across team waka from term 1	Waka teachers	Resources on google drive Several LLLL kits across the team/school Training for teachers term 2
Decodable texts and accompanying LLLL programme with these students	These texts used from beginning term 1 with these students	Waka teachers	LLLL books LLLL supporting kit and resources
Intervention groups	Set up second half term 1	Margaret	LLLL kit and resources
Word chain app	Set up second half term 1	Jane Waka teachers	Word chain app on one ipad to be shared
Supporting materials in and around the classrooms - word/sound wall, games, cards	From term 1 and added to over time	Waka teachers	
Teacher training in structured literacy	Term 2 training days booked for 4 teachers	Waka teachers	Funding for PD
<b>Monitoring/evaluating (How do we know?):</b>			
<b>Recommendations:</b>			



## RUSSLEY SCHOOL - Annual Plan 2021

### *Team Roto - Student Achievement Target*

<b>Strategic Goal:</b> Directing our learning priorities using timely and relevant assessment	<b>Target Area:</b> Literacy - Phonics/Spelling
<p><b>Student group:</b> 20 x Year 3 learners</p> <ul style="list-style-type: none"> <li>• 12 female, 8 male</li> <li>• 10 NZ European, 1 Korean, 1 Chinese, 1 South African, 2 Middle Eastern, 1 Other European, 2 Maori, 2 Indian)</li> </ul> <p><i>(Year 3s who scored between 5-15/23 in Focus words in Year 1 Phonics Test - excluding those with significant learning difficulties)</i></p> <p><a href="#">Student List and Raw Data</a></p>	

<p><b>Annual Target:</b></p> <p>The 20 Year 3 learners that scored between 5-15/23 Focus words in the Year 1 Code Phonics Test will make accelerated progress and be able to accurately encode 21/23 (91%) of Year 1 Focus words and 32/35 (91%) of Year 2 Focus words by the end of the year.</p>	<p><b>Noticing (What is so?):</b></p> <ul style="list-style-type: none"> <li>• There are large phonological awareness, alphabet and phonics knowledge gaps in our Year 3 learners.</li> <li>• The Year 3 learners need to make accelerated progress in their sounds in order to make progress in their reading and writing so that they reach the expected level.</li> <li>• The learners need specific phonics and phonological awareness lessons,</li> <li>• Spelling patterns and rules are unfamiliar to many students and need to be specifically taught.</li> </ul>
<p><b>July Progress towards target:</b></p>	
<p><b>End of Year :</b></p>	<p>It is interesting to note that</p> <ul style="list-style-type: none"> <li>• They are made up of a gender mix, (12 female and 8 male students)</li> <li>• 7 of the learners are ESOL students</li> <li>• 1 of these students has a severe speech impediment which impacts both encoding and decoding of text.</li> <li>• 2 identify as Maori</li> <li>• 3 in this group did not start at Russley as new entrants and arrived below expected achievement.</li> </ul>

<p><b>Investigating (Why is it so?):</b></p> <ul style="list-style-type: none"> <li>• Learning programmes were significantly interrupted due to Covid in 2020. Phonics programmes in particular may not have been established and taught the same as they have in the past due to the unsettled year.</li> <li>• Some learners do not have their alphabet names/sound secure by the end of Year 2.</li> <li>• Parents are unfamiliar with the concept of making and breaking (blending and segmenting sounds) and are unaware of the significance it plays in reading and writing (decoding and encoding texts).</li> <li>• Learners who did not start at Russley School generally come with limited literacy knowledge and/or below curriculum level.</li> <li>• Attention spans are limiting concentration.</li> <li>• Other underlying factors are affecting progress e.g. English as second language, absenteeism, learning disabilities, disruptive or unsupportive home life.</li> </ul> <p><b>Evidence Collected:</b></p> <ul style="list-style-type: none"> <li>• Analysing Testing - The Code Raw Data</li> <li>• Phonics surveys showing target students attitudes and self-assessment</li> <li>• Observations recorded in plans - We see the children using phonics in their reading and writing -breaking, segments and blending sounds in words.</li> <li>• Writing Samples and Assessment</li> <li>• ESOL assessments</li> </ul> <p><b>Wonderings...</b></p> <ul style="list-style-type: none"> <li>• Are there any other underlying factors?</li> </ul>
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- What PA and Phonics have they had at pre-school/ Kindergarten/ Team Waka? What can we do differently to stimulate literacy success?
- What parent understanding is there when it comes to phonics and spelling patterns?

**Collaborative sense-making (So what?):**

We need to implement something new and different to try and accelerate these learners. We will use The Code Phonics programme. Students test data will be analysed and missing sounds and spelling patterns will be taught specifically. Learners will practise blending and segmenting sounds, manipulating sounds and learn terms such as phonemes, digraphs, trigraphs and rimes. They will practise decoding and encoding a variety of words through the phonics programme. Regular teaching and repetition is paramount for the success of this programme. Sounds will be reviewed frequently and then independently practised during word work within reading programmes. Phonics learnings will then also be integrated and referred to during reading, writing and handwriting sessions when possible.

**Prioritising to take action (Now what?):**

What specific actions will be taken to meet the target?	When will it be done by?	Who is involved/responsible?	What resources will be allocated?
The Code Phonics Programme 3 x weekly	Term 1	Classroom teachers	The Code Assessment and Word Lists
Weekly Word Work & Phonics Activities	Term 1	Classroom teachers	
Integrating sounds into reading, writing and handwriting lessons.	Term 1	Classroom Teachers	
Interventions - 1to1 teaching for some learners with TA 2x per week	Term 1	Teachers/Teacher Assistant (Kaiawhina Kaiako)	

**Monitoring/evaluating (How do we know?):**

**Recommendations:**

## RUSSLEY SCHOOL - Annual Plan 2021

### Team Awa Nui - Student Achievement Target

<b>Strategic Goal:</b> Directing our learning priorities using timely and relevant assessment	<b>Target Area:</b> Literacy
<b>Student group:</b> Eight Year 6 students working below the expected curriculum level in writing and/or reading 5 boys, 3 girls	
<p><b>Annual Target:</b></p> <p>Midyear - improve their assessment score using The Code - complete Year 4 expectation.</p> <p>End of year- to be working in the middle of Y5/6 Code progressions (score of at least 20 out of 47 words) and to have made accelerated progress in their writing OTJ of 2 sub levels.</p>	<p><b>Noticing (What is so?):</b></p> <p>These students have been selected for this group as they have been below the expected curriculum level in writing. 1P/2B/2x2P/4x2A</p> <p>Year 4 spelling scores ranging from 2/40-30/40 with gaps across a range of concepts.</p> <p>Spelling is an area of concern and is a barrier to vocabulary use. Phonological awareness gaps shown from Year 4 Code assessment. The learners need specific phonics and phonological awareness lessons.</p> <p>Spelling patterns and rules are unfamiliar to many students and need to be specifically taught.</p>
<b>July Progress towards target:</b>	
<b>End of Year :</b>	

<p><b>Investigating (Why is it so?):</b></p> <ul style="list-style-type: none"> <li>• The Code is a new spelling programme with a focus on rules, sounds and understanding. Through the testing process we have identified major gaps in early sounds that children need to be able to progress in their spelling. Children in both Year 5 and Year 6 have a range of gaps that are a lot lower than we had expected and we are having to back fill these to move forward. Previously, our Year 6s have had StepsWeb for individual needs, whole class teaching for word study, rules and patterns but not specific teaching of vowel sounds (ie. long and short) because our previous testing didn't identify this as well.</li> <li>• There is a vast range of spelling abilities in each class, as identified by the code. We need to be mindful, moving forward, of catering not only to our lowest spellers but also to the needs of our high ability kids who need extending to accurately spell words from their ever growing vocabulary.</li> <li>• Analysing Testing - The Code Raw Data - long and short vowel sounds were a common gap, double consonants in the middle of words (humming). Tracking sheet gives a visual alert to areas of concern eg vowel sounds, double consonants. The Code assessment and learning programme allows us to target the specific gaps of each learner and the learners will continue to be tracked from teacher to teacher.</li> <li>• Learning programmes were significantly interrupted due to Covid in 2020.</li> <li>• Low confidence spellers - repeated habits (still spell thay) - clear definition of spelling rules to help solidify new habits.</li> </ul>
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- Tested at Y4 level - scores ranged from 0/40 to 32/40 - scores of less than 10 will be retested with Y3 test. Specific teaching based on the tracking sheet information.

**Collaborative sense-making (So what?):**

- The Code and structured spelling as a part of reading/Literacy is a growth on the already used Switched onto Spelling where we focused on specific blends and sound patterns - clear process, scope and procedure. This resource and methodology gives clearer and more specific description and explanations of code patterns eg cvc = double consonant.
- Spelling as a part of the Literacy programme - group teaching and practice - Steps Web as part of independent reading contract.
- A mixture of whole class and focussed group instruction. - incorporating phonological awareness, dictation, syllabification.
- Collecting resources based on the sounds focussed on - Team folder.
- Teacher learning - careful use of the Code booklet to assist with specific instruction.
- The Code/Switched onto Spelling/Steps Web supporting each other - used in conjunction: The Code to give direction, Switch gives detail, Steps Web supports independence.

**Prioritising to take action (Now what?):**

- Track spelling with The Code tracking sheet - identifying specific gaps and sounds to teach and work on for individual children.
- Explicit teaching of sounds and patterns based on the gaps and sequence of the Code during literacy sessions.
- Supported by Steps Web - can use the function to create custom word lists that match the Code pattern for the week. Independent use to help practice and embed spelling skills, patterns and habits.
- Identifying struggling children and adding extra support - Specialist teaching with Anna Randall, Writing Club with Melanie Koster

What specific actions will be taken to meet the target?	When will it be done by?	Who is involved/responsible?	What resources will be allocated?
Spelling lessons taken 3 times a week as part of weekly planned literacy - explicit and systematic teaching of phonological awareness, the alphabetic principle, syllable types and morphology. Using The Code tracking sheet we will identify the specific gaps for these students.	By week 6, term 1.	Class teachers	The Code book/slides Liz Kane Tracking sheet - Google Doc highlighting individual gaps The Code - test
Regular use of Steps Web for independent spelling development - creating targeted lists of words based on the weekly focus	3-4 sessions weekly - based on a new pattern each week	Class teachers	The Code book/slides Liz Kane Tracking sheet - Google Doc highlighting individual gaps The Code - test

**Monitoring/evaluating (How do we know?):**

We will retest our target students at the end of Term 1 to track their progress and feedforward for Term 2.

**Recommendations:**

Moana Learning Review 2021

<p><b>Strategic Goal:</b> Directing our learning priorities using timely and relevant assessment</p>	<p><b>Target Area: Maths</b></p>
<p><b>Student group:</b> A total of 16 students. Five of these students were within the team last year and are Y8s this year; eleven have come from the previous team (Year 7s in 2021)</p>	
<p><b>Annual Target:</b> Our goal is to accelerate their achievement through the following measurement: One stage in each of the sub sections in IKAN and two sub stages in each of the sub sections in Gloss, for each child.</p>	<p><b>Noticing (What is so?):</b> This group came to us with their data showing them to be at expected level, however our recent testing and observations indicate this may not be the case.</p> <p>The Year 8 students had no intervention in 2020. Three year 7s had intervention last year: an ALiM group.</p> <p>What we have noticed (backed up by February data): An overall lack of ability to use addition and subtraction, multiplication knowledge, fractions, place value (especially decimals) at the expected level. This lack of knowledge affects their ability to reason and problem solve.</p> <p>To improve the self-efficacy of these students to help them make accelerated progress. Our major investigation is around the removal of streaming into mixed ability classes. We are also using more open-ended maths discussions where students are sharing and proving their thinking.</p> <p>These students are across all the classes in the team.</p>
<p><b>July Progress towards target:</b></p>	
<p><b>End of Year :</b></p>	

**Investigating (Why is it so?):**  
 Why is there a disparity between December data and February data? (Even taking into account the holiday break)  
 Is there a disparity between the two teams in terms of giving grades?  
 Is enough moderation happening between teachers within our team, and between the year 5 / 6 and year 7 / 8 team?  
 How do these students feel about themselves as mathematicians at the moment? - Survey students to find out more.  
 If some of these students have a more negative outlook towards maths, can we influence that positively?  
 How often are students using materials and diagrams to assist and support their thinking?

*Evidence/data used:*

- IKAN, Basic Facts, Gloss Testing, Asttle, PAT Maths
- **Informal samples;** Maths books, anecdotal conversations, Mathletics, classroom discussions (ability to prove their thinking)
- Survey data collected from students

**Collaborative sense-making (So what?):**

Decision was made to keep our students for maths this year instead of streaming (impact of streaming on confidence, especially for lower achieving students).

Increasing the focus across the team of mathematical reasoning to prove their ideas and thinking through using problematic tasks.

Working collaboratively to share resources, problems and ideas across the team.

Using materials and scaffolds to support these students and assist them to access more complex problems.

**Prioritising to take action (Now what?):**

We are seeing some inconsistency between the previous team's end of year data when placed against our February data - more than can be accounted for with the Christmas holiday break.. We wish to meet with the Year 5 / 6 team in order to ascertain if there are differences in how we read / mark data and form judgements against this. The data we receive from the previous team is heavily number weighted - we may need to ask for data that is more specific (IKAN, Gloss, strand) in order to help us when the new students enter our team. Thus we will meet with the Year 5 / 6 team before the end of Term One in order to understand the disparities and ensure the process is consistent between both teams.

What specific actions will be taken to meet the target?	When will it be done?	Who is involved/responsible?	What resources will be allocated?
<p>Overall Asttle Test (all strands of maths) Survey of attitudes</p> <ul style="list-style-type: none"> <li>• Increased focus on vocabulary, reasoning and proving our ideas.</li> <li>• Achievable maths goals that are identified from assessments and set as next steps</li> <li>• Consistently evaluating progress against these goals</li> <li>• Front loading to give students scaffolds etc to help them 'access' the task</li> <li>• Providing universal design for learning to support all students</li> <li>• Normalising the use of concrete materials and diagrams to support learning</li> <li>• Using different maths strategies (where appropriate), OR using just one successful strategy in order to solidify existing knowledge and build on this</li> <li>• Extra time in order to achieve, plus repetition of this learning in order to maintain it</li> <li>• Solving problems (especially word problems) that are relevant to their world</li> <li>• Discussions where we look at making connections to their prior knowledge - build on existing learning</li> <li>• Support of a maths buddy if necessary (esp with follow up activities)</li> </ul>	<p>Beginning of Term One and consistently throughout 2021.</p>	<p>Moana Teachers Curriculum leaders Outside agencies</p>	<p>Individual / discrete group time Teacher aides if appropriate Talking to our experts: Michelle / Rob Maths Learning Progressions TKI Internet resources Resources in school</p>

<ul style="list-style-type: none"> <li>• Follow up homework activities where appropriate</li> <li>• Checklist that enables them to see what tasks are required and help with their time management</li> <li>• Communication and support for parents re maths at home, guidelines etc</li> <li>• Appropriate online support (Mathletics or similar)</li> </ul>			
<ul style="list-style-type: none"> <li>• Focused discussion between and across teams to improve moderation of levels.</li> </ul>	By end of Term 1 August Term 3	Moana Teachers Awa Nui teachers	
<ul style="list-style-type: none"> <li>• Specifically focus discussion as a team on maths development and on this target as an agenda item.</li> </ul>	Monthly (last meeting of the month)	Moana Teachers	
<ul style="list-style-type: none"> <li>• To ascertain this group's attitude towards maths plus their level of confidence in this subject through the administration of a Google survey</li> <li>• Collate/analyse and prioritise actions</li> </ul>	Term 1 Week 7	Moana Teachers	
<ul style="list-style-type: none"> <li>• Explore strategies to collaboratively plan as a team. (Throughout the terms at team meetings or technology down time)</li> </ul>	Weekly maths team planning time at technology	Moana Teachers	
<ul style="list-style-type: none"> <li>• Actively seek professional development and programme observations for delivering Year 7 &amp; 8 maths. Two other schools visited.</li> <li>• Engage Rob Profitt-Whyte for specific advice and support for Year 7 &amp; 8 maths programme delivery.</li> </ul>	Beginning Term 2	Moana Teachers Rob Profitt-Whyte	Release as necessary
<b>Monitoring/evaluating (How do we know?):</b>			
<b>Recommendations:</b>			