



RUSSLEY



SCHOOL CHARTER 2020-2022

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%), Asian (13%), Māori (11%), 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 two Deputy Principals, twenty two 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 fulfill 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:

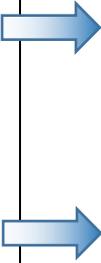
- Exploring innovative learning opportunities and practices
- Developing digitally literate pedagogy and learning spaces
- Being self-aware, future focused learners who challenge the status quo

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

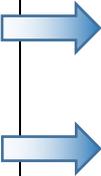
Promoting Personal Best

GROWING TOGETHER	2020	2021	Long Term
<p>Directing our learning priorities using timely and relevant assessment. (NAG 1, 2, 2a, 8)</p>	<ul style="list-style-type: none"> Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Targeted teaching interventions provide focused adaptation/differentiation for students and their learning. 		<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"> Learning reviews provide up-to-date learning information and monitoring of interventions for impact. ALIM/ALL & TALL intervention/development programmes provide new learning opportunities. 	 <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"> Strategic goals continue to guide our school's development. Appraisal Connector supports the professional growth and reflection of our teaching staff through Teaching is Inquiry. Teacher 'capability' is enhanced through specific/deliberate knowledge/actions. Coaching conversations inform/guide teacher and leadership development. 	<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>Empowering learners to be knowledgeable about their needs and well-being. (NAG 1, 3)</p>	<ul style="list-style-type: none"> • Learner agency is prioritised as a student centred approach to learning. • Appraisal Connector is used to activate and support 'Teaching is Inquiry'. • Embed the well-being programme that contributes to character and strengths development and seek further expansion. • Universal Design for Learning (UDL) concepts are used to highlight "teaching and learning at the edges". 	<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>Evaluating internally to inform us of our growth and next steps. (NAG 2, 6)</p>	<ul style="list-style-type: none"> • Russley School internal evaluation framework is embedded. • 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. • School Docs policy framework is the basis for policy review. 	<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: **RUSSELY SCHOOL**

Promoting Personal Best

WALKING TOGETHER	2020	2021	Long Term
<p>Developing learning-focused partnerships with our community. (NAG 1)</p>	<ul style="list-style-type: none"> • Students requiring support, adaption or differentiation are identified and support programmes are in place. • Student achievement targets are set to prioritise accelerated learning for identified groups. • Learning reviews provide up-to-date learning information and monitoring for impact. • Development of school SMS practices to provide detailed learner information in a business as usual manner • Decision about the on-going viability of the current SMS 	<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>Explore portal opportunities to allow parental access online.</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"> • Embed our Bi-cultural & Cultural Inclusiveness to Te Ao Māori. • Mihi whakatau is used to welcome our families. • Further expand te reo provision through specialist language opportunities. • The Russley School 'place-based' curriculum informs bi-cultural connections. • Continue to seek events that celebrate our variety of cultures. 		<p>Our school recognises and reflects New Zealand's unique bi-cultural heritage through the Russley School Cultural Inclusiveness Plan.</p>

Building a culture of care that enables learners and focuses on success.
(NAG 1, 3)

- Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs.
- Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations.
- Continue to grow teacher expertise in the use of inclusive practices.
- Foster pastoral care systems that actively include and promote well-being in our school community.



Inclusive practices are at the forefront of decisions made regarding student learning.

A well-being focus supports the reframing of pastoral care requirements.

Russley School prides itself on building a sense of belonging where positive relationships are valued to support learners reaching full potential.

STRATEGIC VISION & GOALS: RUSSELY SCHOOL

Promoting Personal Best

CREATING TOGETHER	2020	2021	Long Term
Exploring innovative learning opportunities and practices (NAG 1, 2)	<ul style="list-style-type: none"> Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development. The Russley School 'place-based' local curriculum is evident and supported by inquiry philosophies. 	<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"> Continue to increase access to technology supported learning is provided through access to a variety of devices. Collaborative practice continues to be explored within the current physical environments at Russley School. Following the fire, a further Master Planning phase is used as a basis for a full school rebuild of Russley School. Explicit disposition detail enables students to make deliberate decisions about their personal development. 	<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"> The Russley School Digital Technology Curriculum framework supports learning across all areas. Students are encouraged to be key decision makers at Russley School. Students can access the Russley School Dispositions through knowing explicit behaviours/attitudes/competencies supporting learner agency. 	<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	2020	CHAMPION	EXPECTED OUTCOMES
<p>Directing our learning priorities using timely and relevant assessment.</p>	<ul style="list-style-type: none"> Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Targeted teaching interventions provide focused adaptation/differentiation for students and their learning. Learning reviews provide up-to-date learning information and monitoring of interventions for impact. ALIM/ALL & TALL intervention/development programmes provide new learning opportunities. 	<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>Russley School is involved in several supported programmes for intervention in 2020. Following on from our involvement in ALL & ALIM last year, we continue with this for 2020 and have secured a double allocation; two teachers will be supported in each area. Team Waka will be involved in the UC intervention TALL (Team Approach for Language Learners) over Terms 2 & 3. Teachers involved in this initiative will collect evidence of their learning as part of the teacher inquiry.</p>
<p>Encourage learners to seek and value success.</p>	<ul style="list-style-type: none"> Strategic goals continue to guide our school's development. Appraisal Connector supports the professional growth and reflection of our teaching staff through Teaching is Inquiry. Teacher 'capability' is enhanced through specific/deliberate knowledge/actions. Coaching conversations inform/guide teacher and leadership development. 	<p>Principal/BOT</p> <p>Principal JR</p>	<p>The strategic goals provide the basis for planning and reporting for Russley School in the medium-term future.</p> <p>Appraisal Connector continues to be used to document, promote collaboration, provoke and record teacher professional inquiries and reflection that support teacher growth. The requirements of the Practising Teacher Criteria will be met through and evidential record in Appraisal Connector.</p> <p>Team leaders will attend a two-day leadership coaching course to learn the components of coaching conversations. Coaching conversations can then form the basis of collegial dialogue within teams.</p> <p>Established coaching conversations between school senior leadership will continue.</p>

<p>Empowering learners to be knowledgeable about their needs and well-being.</p>	<ul style="list-style-type: none"> Learner agency is prioritised as a student centred approach to learning. Appraisal Connector is used to activate and support 'Teaching is Inquiry'. Embed the well-being programme that contributes to character and strengths development and seek further expansion. Universal Design for Learning (UDL) concepts will be embedded to highlight and cater towards "teaching and learning at the edges" 	<p>Curriculum team</p> <p>Senior leadership Principal</p> <p>Principal Senior leadership</p> <p>Principal / PS Well-being champions</p> <p>PS/JR</p>	<p>Learner agency practices are increasingly evident in our Russley School teaching and learning. This supports the development of a future-focused, student-centred curriculum.</p> <p>Appraisal Connector is used to inform teacher's own teaching development through bringing together the components of the Practising Teacher Criteria and the respective inquiries teachers are engaged in throughout the year.</p> <p>Through use of the 'iamcapable' portal, teachers will become conversant with their profile of capabilities. 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>A development programme will support staff building knowledge of character and strengths-based well-being. The Play, Eat, Learn (Liberty, 2016) initiative introduced in 2019 will continue to be implemented and reviewed to support student wellbeing. Improve teacher, principal and child wellbeing through information and changes to the classroom.</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>Evaluating internally to inform us of our</p>	<ul style="list-style-type: none"> Russley School internal evaluation framework is embedded. 	<p>Principal</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>

growth and next steps.	<ul style="list-style-type: none"> 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. 	CART team	<p>The school maths programme will continue to be enhanced through a supplementary review. This review will include a re-editing of the Russley School maths curriculum and programme, including the expectations of maths teaching.</p> <p>Continued ALIM intervention supports maths professional learning.</p>
		CART team	<p>The curriculum, assessment and reporting team will lead curriculum design for Russley School.</p> <p>Inquiry learning will be prioritised to enhance a broad curriculum approach.</p> <p>School Docs policy tool is embedded to enable BOT, staff and community to easily access and review Russley School policies.</p>
	<ul style="list-style-type: none"> School Docs policy framework is the basis for policy review. 	Principal	

ANNUAL PLAN & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best:

WALKING TOGETHER

STRATEGIC LINK	2020	CHAMPION	EXPECTED OUTCOMES
<p>Developing learning-focused partnerships with our community.</p>	<ul style="list-style-type: none"> Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact. Development of school SMS practices to provide detailed learner information in a business as usual manner Decision about the on-going viability of the current SMS 	<p>Senior leadership Team leaders AW/SL MCAT</p>	<p>SeeSaw will be developed further across the school to enable a broader learning connection between school and home. This development will be supported in-house through the staff expertise we have.</p> <p>Parent reporting on specific support programmes for individual students is prioritised. Parents will be updated on progress and outcomes of the programmes their children are involved in.</p> <p>Build on the successful delivery of parent education programmes.</p> <p>Develop MUSAC parent portal to allow access to real-time student information. Whilst this is considered a next development step, until a decision on our review of the SMS is completed, it will be held over awaiting a confirmation.</p> <p>Undertake a review of our current SMS, as frustrations exist with the functionality of the package supporting teaching and learning.</p>
<p>Investigating opportunities to recognise and value our cultural identify and diversity.</p>	<ul style="list-style-type: none"> Embed our Bi-cultural & Cultural Inclusiveness to Te Ao Māori. Mihi whakatau is used to welcome our families. Further expand te reo provision through specialist language opportunities. The Russley School 'place-based' curriculum informs bi-cultural connections. Continue to seek events that celebrate our variety of cultures. 	<p>Principal RS/RB MCAT KV MCAT</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>Mihi whakatau is introduced to welcome new families to our school and this is done so at the beginning of every term.</p> <p>A whanau hui is delivered in Term 1 to consult with our Māori families about the their futures at 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 continuing the growth of the Food Festival established last year.</p>

<p>Building a culture of care that enables learners and focuses on success.</p>	<ul style="list-style-type: none"> Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs. Teacher, student and whānau relationships are enhanced through deliberate culturally responsive conversations. 	<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>
	<ul style="list-style-type: none"> Continue to grow teacher expertise in the use of inclusive practices. Foster pastoral care systems that actively include and promote well-being in our school community. 	<p>PS MCAT</p> <p>RS/RB MCAT</p>	<p>Promote a school culture where ethnic diversity is promoted 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>

ANNUAL PLAN & GOALS: RUSSELY SCHOOL

Promoting Personal Best: CREATING TOGETHER

STRATEGIC LINK	2020	CHAMPION	EXPECTED OUTCOMES
Exploring innovative learning opportunities and practices	<ul style="list-style-type: none"> Develop opportunities for the successful implementation of collaborative teaching practices and learner agency to support our curriculum development. The Russley School 'place-based' local curriculum is evident and supported by inquiry philosophies. 	CART team	<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>
Developing digitally literate pedagogy and learning spaces.	<ul style="list-style-type: none"> Continue to increase access to technology supported learning is provided through access to a variety of devices. Collaborative practice continues to be explored within the current physical environments at Russley School. Following the fire, a further Master Planning phase is used as a basis for a full school rebuild of Russley School. Explicit disposition detail enables students to make deliberate decisions about their personal development. 	<p>Principal AW/CW</p> <p>Principal All staff BOT</p> <p>Senior leadership Team leaders</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. There is an emphasis given to the inclusion of digital technology in learning opportunities. Assistive technology is acquired to support learners requiring specific learning facilitation. Further acquisition of iPads to enhance creative learning opportunities. BYOD is actively supported and promoted as a means of supporting learning.</p> <p>Following the school fire in September, the MOE has upgraded our school redevelopment plan to a full rebuild. A renewed Master Plan will be delivered for Russley School for 2020 that focuses on the complete rebuild of Russley School. 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> <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> <p>The respective teams throughout school, prioritise the inclusion of disposition attitudes and behaviours into everyday actions.</p>

ANNUAL PLAN & GOALS: STUDENT ACHIEVEMENT TARGETS

The following student achievement targets have been set for 2020. 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).

