



# 2018 Charter



## **Introduction**

The Silverstream School Board, Staff, Students and Community have established a strategic framework to plan, give direction, and ensure student achievement and success.

This framework consists of:

- Our Strategic Development Plan
- Our Long Term Plan 2018-2019
  - Our 2018 Annual Plan
- Our Silverstream Values and Curriculum

The Strategic Plan and Charter for 2018 is centred around our vision of 'Together we Inspire a Passion for Learning', and encompasses our beliefs about teaching and learning at Silverstream School. We have identified 4 key priority areas for us as a school to develop to ensure success for all learners:

- Empowered Learners
- Empowered Staff
- Innovative Learning
  - Partnerships

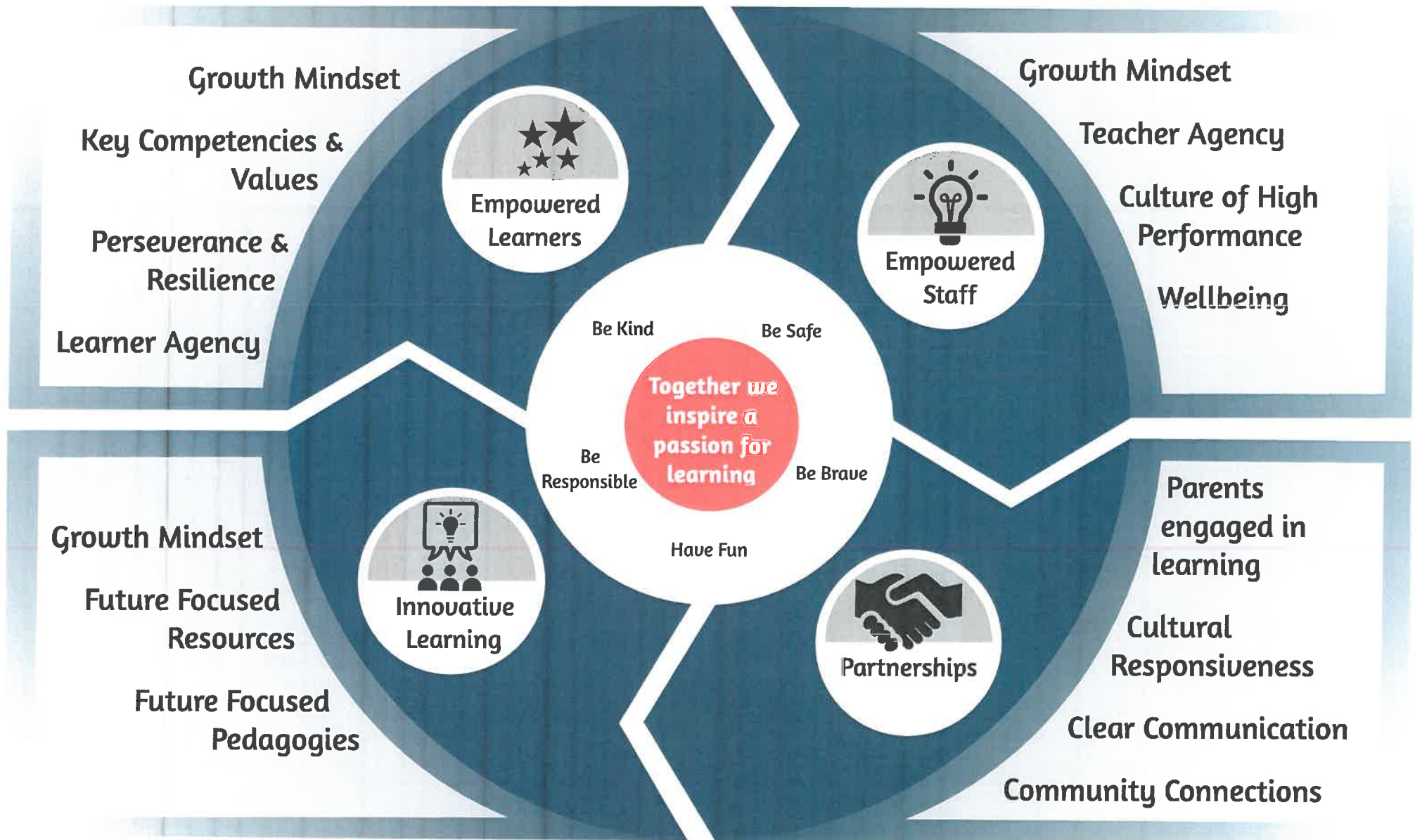
## **Community Partnerships**

Silverstream School is in the heart of the community and has a strong tradition of being a family oriented school with strong partnerships between home and school. The school and community will continue to work together to ensure that each child learns and grows intellectually, physically, socially and emotionally. The school values each child's cultural background. Programmes will be in place to support new English Language Learners and speakers of Te Reo Maori. We recognise and value the special and unique nature of its community and environment through learning and EOTC programmes.

## **Māori Succeeding as Māori**

We value our Māori students, their whanau and the richness the Māori culture brings to Silverstream School. Caring for students as Māori, acknowledging their mana (manaakitanga) and having high expectations for them (mana motuhake) is key to success. Culturally responsive teachers and support staff welcome and build effective relationships with Māori tamariki through the use of dynamic and interactive teaching styles, constantly seeking to increase their understanding and knowledge of Te Reo and Tikanga Māori. The school will meet regularly and actively maintain strong lines of communication with whanau, and together celebrate the success of our Māori students as Māori. In consultation with Whanau, the school will ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents identify this as a priority.

# Silverstream School Strategic Direction



## Silverstream School Strategic Direction

### Unpacking the Outcomes

Empowered Learners	Empowered Staff	Innovative Learning	Partnerships
<p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>● High Trust between students and teachers</li> <li>● Living our values</li> <li>● Measure of independence</li> <li>● Students act as leaders</li> <li>● Get along with others</li> <li>● Work independently</li> <li>● Work collaboratively</li> <li>● Sense of Belonging</li> <li>● Self-managing</li> <li>● Strong sense of well-being / self-esteem</li> <li>● Contribute to the wider community</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>○ Inquisitive</li> <li>● Take risks</li> <li>● Confident</li> <li>● Creative</li> </ul> <p><b>Perseverance and Resilience</b></p> <ul style="list-style-type: none"> <li>● Resilient</li> <li>● Never give up</li> <li>● Exhaust all possibilities</li> </ul> <p><b>Learner Agency</b></p> <ul style="list-style-type: none"> <li>● Have a voice</li> <li>● Know what I like</li> <li>● Know where I'm at in my learning</li> <li>● Know my next steps</li> <li>● Know how to get there</li> <li>● Make decisions</li> <li>● Learn in Authentic, meaningful, relevant ways</li> <li>● Honestly reflective</li> <li>● Able to set own goals</li> <li>● Make choices about my learning</li> <li>● Know how I learn best</li> </ul>	<p><b>Culture of High Performance</b></p> <ul style="list-style-type: none"> <li>● Teachers and leaders exceed professional standards</li> <li>● Consistently effective pedagogies across the school</li> <li>● Practice adapts to needs of learners</li> <li>● High expectations of all</li> <li>● Staff know the impact of what they do</li> <li>● Improved Me and My School Survey results</li> <li>● Diverse classrooms</li> </ul> <p><b>Teacher Agency</b></p> <ul style="list-style-type: none"> <li>● Seek new opportunities</li> <li>● Reflective and Responsive</li> <li>○ Self motivated</li> <li>● Engaged</li> <li>● Utilise own passions and interests</li> <li>● Passionate about what we do</li> <li>● Teach and learn from each other, within and beyond our school</li> <li>● Ownership of own development pathways</li> <li>● Involved in decision making</li> <li>● Have a voice</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Are satisfied</li> <li>● Feel supported and valued</li> <li>● Feel connected (sense of belonging)</li> <li>● Retain staff</li> <li>● Strong relationships with each other, students, and the wider community</li> <li>● Staff are collaborative</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>● Positive</li> <li>● Fearless</li> <li>● Risk taking</li> <li>● Take initiative</li> <li>● Staff are learners too</li> <li>● Honestly reflective</li> <li>● Encouraged to try new things</li> <li>● Open to change</li> <li>● Take on and seek out new opportunities</li> </ul>	<p><b>Growth Mindsets</b></p> <ul style="list-style-type: none"> <li>● Teachers and children are happy and want to be here</li> <li>● Passionate children and staff</li> <li>● Developmentally appropriate, authentic, fun experiences</li> <li>● Children and staff feel safe to take risks</li> </ul> <p><b>Future Focused Pedagogies</b></p> <ul style="list-style-type: none"> <li>● Know what effective pedagogy looks like</li> <li>● Understand that effective pedagogy is a constantly changing thing</li> <li>● Focused on the skills that children need for their futures as lifelong learners</li> <li>○ Teaching as Inquiry underpins our practice</li> <li>● Learning is student led and self directed</li> <li>● Students are empowered</li> <li>● Programmes are responsive to student needs</li> <li>● We cater for different learning styles</li> </ul> <p><b>Future Focused Resources</b></p> <ul style="list-style-type: none"> <li>● Classrooms operate in flexible ways</li> <li>● Resources promote collaboration and independence</li> <li>● Resources enable inclusive learning opportunities for all</li> <li>● Environments act as our 3rd teacher</li> </ul>	<p><b>Cultural Responsiveness</b></p> <ul style="list-style-type: none"> <li>● Whanau leading whanau</li> <li>● Clear understanding of what it means for Māori to achieve success as Māori</li> <li>● Teachers know and utilise competencies in Tātaiako</li> <li>● We respect other people's perspectives</li> <li>● Empathetic Responses to whanau</li> </ul> <p><b>Parents Engaged in Learning</b></p> <ul style="list-style-type: none"> <li>● Parents connected to child's learning and the classroom</li> <li>● Staff listen to and embrace parent voice</li> <li>● Shared responsibility for learner achievement</li> </ul> <p><b>Community Connections</b></p> <ul style="list-style-type: none"> <li>● Partnerships between BOT, staff, Fundraising team, Community.</li> <li>● Increased involvement from all groups within the school</li> <li>● Utilise the strengths and passions of our community</li> <li>● Classroom programmes include 'giving back' to the community (Community focused learning)</li> <li>● Strong connections to community groups (UHC etc)</li> <li>● Involvement of local businesses.</li> </ul> <p><b>Clear Communication</b></p> <ul style="list-style-type: none"> <li>● Seamless transitions within and beyond the school</li> <li>● Clear communication channels Signmee, Seesaw, parent portal etc</li> <li>● Opportunities to share success</li> <li>● Responsive and timely reporting that supports dialogue between home and school</li> <li>● Honesty</li> <li>● School wide communication and shared understandings</li> <li>● Open, Positive communication and interactions</li> <li>● 1 waka - everyone on board</li> </ul>

**āhore taku toa i te toa takitahi, he toa takitini**

We cannot succeed without the support of those around us

## Silverstream School Long Term Plan 2018 - 2019

# Strategic Aim Priorities

	2018 Writing Focus	2019 Maths Focus
<b>Empowered Learners</b>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> the use of Restorative Practices across the school.</li> <li>2. <b>Consolidate</b> the use of agentic practices across the school - <i>Focus Context - Writing</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> new priority area as determined by 2018 review data.</li> <li>2. <b>Consolidate</b> the use of Restorative Practices across the school.</li> <li>3. <b>Embed</b> the use of agentic practices across the school - <i>Focus Context - Maths</i></li> </ol>
<b>Empowered Teachers</b>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> assessment practice to enable more effective tracking of progress, patterns and trends within groups</li> <li>2. <b>Consolidate</b> 'teaching as inquiry' processes with explicit links to EROs evaluation for improvement cycle - <i>Focus Context - Writing</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> new priority area as determined by 2018 review data.</li> <li>2. <b>Consolidate</b> assessment practice to enable more effective tracking of progress, patterns and trends within groups</li> <li>3. <b>Embed</b> 'teaching as inquiry' processes with explicit links to EROs evaluation for improvement cycle - <i>Focus Context - Maths</i></li> </ol>
<b>Partnerships</b>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> Reporting systems that will enable more effective communication with parents</li> <li>2. <b>Consolidate</b> the Te Ao Maori component of the Silverstream spiralled curriculum by <i>working with whanau</i> to get clarity around what it means for Māori to achieve success as Māori (in preparation for introducing and unpacking Tātaiako with staff in 2019)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> new priority area as determined by 2018 review data.</li> <li>2. <b>Consolidate</b> Reporting systems that will enable more effective communication with parents</li> <li>3. <b>Embed</b> the Te Ao Maori component of the Silverstream spiralled curriculum by introducing and unpacking Tātaiako (Cultural Competencies) with staff</li> </ol>
<b>Innovative Learning</b>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> Learning Framework and Graduate learner profile</li> <li>2. <b>Consolidate</b> systems to encourage and enhance collaborative teaching practices within and across classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> practices and capabilities in relation to new digital technology curriculum.</li> <li>2. <b>Consolidate</b> Learning Framework and Graduate learner profile</li> <li>3. <b>Embed</b> systems to encourage and enhance collaborative teaching practices within and across classes.</li> </ol>
<b>BOT Specific Aims</b>	<b>Complete Hautū Self Review tool Induction of new BOT members</b>	<b>Succession Planning - BOT Election Year</b>

# Silverstream School Annual Plan 2018

**‘Together we inspire a passion for learning’**

## Targets for Raising Student Achievement

### Targets:

- WRITING - Increasing the number of children achieving at expectation with a particular focus on accelerating the progress of boys and Māori students.
- MATHS - Increasing the number of children at or above expectation, with a particular focus on accelerating the progress of girls
- READING - Increasing the number of children reading **above** expectations

*NB: We have made a conscious decision not to put quantities next to these targets this year. With the removal of National Standards, 2017 baseline data will not correlate to the type of data we collect in 2018. As such we will use the measures below to track and report on the PROGRESS we are making in each area on a term by term basis, and over the year as a whole.*

### We will measure progress by tracking the following data each term:

- WRITING - We will use e-asTTle writing tool across the school (new - will require PLD)
- MATHS - Year 1-3 we will use Benchmarks (numeracy stages), in Year 4-6 we will use e-asTTle maths
- READING - Year 1-3 we will use the Colour Wheel levels and Running Records, in Year 4-6 we will use e-asTTle reading

## Empowered Learners

### Planned Actions and Strategies

*What are we going to do differently?*

### Timeframes

### Who's Responsible

### Budget Considerations

**Develop** the use of Restorative Practices across the school.

1. Staff training with Marg Thorsborne on Restorative Practices
2. Ongoing collegial support in implementing restorative practices through PLD with RTLB and development of school wide systems that will encourage consistency of how we respond to inappropriate behaviour.
3. Further develop the use of the behaviour team to gather and track behaviour data and trends, reporting back to staff to be proactive in responding to trends
4. Implement the actions identified in the behaviour report by Corey White
5. Develop strong links between new school values and behaviour practices

Term 1  
Term 2 onwards  
  
Term 1 onwards  
  
Ongoing  
Ongoing

*Senior Leadership  
(Bryan/Lisa  
coordinating)*

Funded through existing PLD budget

**Consolidate** the use of agentic practices across the school - *Focus Context - Writing*

1. Identify and clarify key agentic practices (as part of learning framework)
2. School wide development in tools and practices to support development of agency in writing
3. Teams plan specific PLD related to the elements of agency relevant to their level of the learning framework.
4. Participate in UHPA cluster development, including continued unpacking Me and My school data as part of Upper Hutt Network PLD
5. Explore tools to incorporate ongoing student voice as a part of school & teacher practice

Term 1  
Term 2  
Term 3 / 4  
Ongoing  
  
Term 2/3

*Senior Staff Team*

Funded through existing structures & PLD budget

## Empowered Staff

Planned Actions and Strategies <i>What are we going to do differently?</i>	Timeframes	Who's Responsible	Budget Considerations
<p><b>Develop</b> assessment practice to enable more effective tracking of progress, patterns and trends within groups</p> <ol style="list-style-type: none"> <li>1. Adapt our use of assessment tools to support the identification of targets and measurement of progress for target learners (in the absence of National Standards)</li> <li>2. Further develop effective use and impact of TSIPs, migrating into eTAP.</li> <li>3. Realign the maths assessment tools used across the school</li> <li>4. Schoolwide PLD in the use of e-AsTTle Writing tool to develop consistency of assessment in writing</li> <li>5. Teams plan specific sessions to work on analysis of team level data to inform planning</li> </ol>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2 onwards</p>	<p><i>Initially Senior leadership (Zac coordinating), then delegated out to Senior Staff</i></p>	<p>Funded through existing PLD budget</p>
<p><b>Consolidate</b> 'teaching as inquiry' processes with explicit links to EROs evaluation for improvement cycle - <i>Focus Context - Writing</i></p> <ol style="list-style-type: none"> <li>1. Adopt the ERO evaluation cycle as our inquiry cycle.</li> <li>2. Work through and model the inquiry cycle through whole staff meetings throughout Term 1 - specifically noticing and investigating what is happening in classes in writing.</li> <li>3. 'Collaborative sense-making' becomes a regular part of team meetings</li> <li>4. Learning that comes from Term 1 inquiry forms the foundation of teacher goals/appraisal/coaching for the remainder of the year</li> </ol>	<p>Term 1</p> <p>Term 2 onwards</p> <p>Ongoing</p>	<p><i>Senior Leadership initially (Bryan coordinating), then through teams and individual coaching</i></p>	<p>Funded through existing structures</p>

## Partnerships

Planned Actions and Strategies <i>What are we going to do differently?</i>	Timeframes	Who's Responsible	Budget Considerations
<p><b>Develop</b> Reporting systems that will enable more effective communication with parents</p> <ol style="list-style-type: none"> <li>1. Provide PLD for staff in using parent portal effectively</li> <li>2. Introduce parents and teachers to the eTAP Parent Portal, sharing posts that capture student learning in Reading, Writing, Maths and Inquiry</li> <li>3. Redesign student reports in response to parent and teacher feedback, and the introduction of Spotlight</li> <li>4. Conferences in Term 1 &amp; 3, Written reporting will happen in Term 2 &amp; 4</li> </ol>	<p>Term 1</p> <p>Term 1</p> <p>Term 2 &amp; 3</p>	<p><i>Bryan &amp; Judith, with Senior staff support</i></p>	<p>Funded through existing structures and PLD budgets</p>
<p><b>Consolidate</b> the Te Ao Maori component of the Silverstream spiralled curriculum by <i>working with whanau</i> to get clarity around what it means for Māori to achieve success as Māori (in preparation for introducing and unpacking Tātaiako with staff in 2019)</p> <ol style="list-style-type: none"> <li>1. Identify new staff to take on the Partnerships role in 2018</li> <li>2. Enlist the support of the community to establish a strengthened whanau group.</li> <li>3. Gain clarity from Whanau about what they believe "Māori achieving Success as Māori" looks like at Silverstream School</li> <li>4. Partnerships team work with BOT to undertake Hautū self review tool</li> <li>5. Use information from above to set priorities/action plan for 2019</li> </ol>	<p>Term 1</p> <p>Term 2 onwards</p>	<p><i>Senior Leadership initially (Lisa coordinating), with support of Partnerships committee.</i></p>	<p>Funded through existing 'Partnerships' budget.</p>

## Innovative Learning

<b>Planned Actions and Strategies</b> <i>What are we going to do differently?</i>	<b>Timeframes</b>	<b>Who's Responsible</b>	<b>Budget Considerations</b>
<b>Develop</b> Learning Framework and Graduate learner profile <ol style="list-style-type: none"> <li>1. Complete the conceptual framework for learning with the input of all staff</li> <li>2. Consult with staff, students and community to draft a graduate learner profile and use this to cross check the elements of the Learning Framework</li> <li>3. Link learning framework and graduate profile to the new vision, values etc, to simplify and refine the layers of Silverstream School Curriculum</li> <li>4. Use the learning framework and graduate learner profile to guide team planning and teacher practice</li> </ol>	Term 1 Term 1/2  Term 2  Term 3/4	<i>Senior Staff Team</i>	Funded through existing structures
<b>Consolidate</b> systems to encourage and enhance collaborative teaching practices within and across classes. <ol style="list-style-type: none"> <li>1. Continue adapting practices to grow the effectiveness of collaborative teaching pairs</li> <li>2. Continue working within teams to ensure collaboration is happening across and within teams - ensuring consistency of experiences for children through the school</li> <li>3. Develop a culture of shared responsibility and expectations for our children through all of the other actions outlined in this plan (collaborative sense-making, RP etc).</li> </ol>	All Ongoing	<i>Senior Staff Team</i>	Funded through existing structures

## Board Specific Priorities

<b>Planned Actions and Strategies</b> <i>What are we going to do differently?</i>	<b>Timeframes</b>	<b>Who's Responsible</b>	<b>Budget Considerations</b>
<b>Complete Hautū Self Review tool</b> Liaise with Partnerships committee to: <ol style="list-style-type: none"> <li>1. Take 1 dimension per meeting period to complete as a self review with community input</li> <li>2. Develop into an action plan for 2019 and beyond</li> </ol>	Term 2 onwards	<i>TBC</i>	Funded through existing budget
<b>Induction of new BOT members</b> <ol style="list-style-type: none"> <li>1. New members receive a welcome letter and information pack</li> <li>2. Meet with Chair or Delegate to discuss policy structure</li> <li>3. Principal and chair (or delegate) will brief on organisational structure</li> <li>4. Principal will conduct a site visit.</li> <li>5. Opportunity to attend NZSTA PLD made available and supported financially where possible.</li> </ol>	Term 1, then as needed	<i>Matt &amp; Lisa</i>	Funded through existing structures



# I am a SMARTstreamer. I am .....

## Inquisitive

I am a curious, critical & reflective learner  
I see ... I think ... I wonder ...

## Imaginative

I am a creative & inventive learner  
I create ... I invent ... I plan ...



## Interactive

I am a connected, collaborative & adaptable learner  
I share ... I connect ...  
I collaborate ...

## Independent

I am an empowered & active learner  
I choose ... I believe ...  
I do ...

# Spiralled Curriculum Concept Definitions

<p><b>Community</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>Communities are groups that live together. Everything in a community has a role or purpose and therefore a responsibility. There are rules that help communities work effectively.</li> </ul>	<p><b>Energy</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>Energy is the ability to do work. It powers our world. It can be natural and manufactured. It makes objects move and can make things happen. Energy comes in many forms.</li> </ul>	<p><b>The Environment</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>Our environment is important and we have to look after it. There is an interconnectedness within environments so that if one aspect is spoilt, other components of the environment can be effected.</li> </ul>	<p><b>Change</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>Things change. Change can be positive and negative. Change can happen naturally or be caused deliberately. It can happen over time or instantly.</li> </ul>
<p style="text-align: center;"><b>Creativity</b></p> <p><b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>Creativity is about developing new ideas. This is essential for finding solutions to problems, developing new resources, and making things. We all have the capacity to be creative.</li> </ul>			
<p><b>Communities</b></p> <p>Communities are groups based on space, time or relationships. Communities can be groups of people sharing particular characteristics, beliefs or values, as well as groups of interdependent organisms living in a specific habitat. There are often organisational structures within these communities to help them work effectively.</p>	<p><b>Movement</b></p> <p>Movement is a key life process. It is fundamental to all matter and how our world is constructed and functions. Physical processes such as magnetism and electricity are based on principles of movement and can be directly observed. We can also see the effects of movement, whether that be of atoms, machines or people.</p>	<p><b>Systems</b></p> <p>Systems are interacting or independent components. These components can come together to form a complex or unitary whole. Systems provide structure and order in human, natural and constructed environments. Systems can be static or dynamic, complex or simple.</p>	<p><b>Changes</b></p> <p>Change is a conversion or transformation from one form, state or value to another. It is important to acknowledge, understand and evaluate causes, processes and consequences.</p>
<p><b>Rights &amp; Responsibilities</b></p> <p>Within communities there are organisational structures that help the community to work effectively. There are rules and laws, and consequences for breaking these. Groups and individuals within the communities have rights, but also have responsibilities to help the community work effectively.</p>	<p><b>Forces</b></p> <p>Forces act upon everything. They cause things to move and be stationary. They help power and move objects, and are a key scientific principle.</p>	<p><b>Environments</b></p> <p>Environments are an aggregate of surrounding things, conditions or influences. The health and functionality of the environment leads directly to the well-being of the interacting systems within it. When an environmental system is unbalanced it ceases to function properly.</p>	<p><b>Transformation</b></p> <p>Transformation means to change in form, appearance, structure or character. It can be a change into a completely different substance. This transformation can occur rapidly, or slowly over time. It can occur naturally or be caused by direct intervention.</p>
<p><b>Citizenship</b></p> <p>Societies require the people living in it to be 'good' citizens. This means contributing to the well-being of the community, using the rights given to them appropriately and being responsible for their actions and attitudes.</p>	<p><b>Energy</b></p> <p>All objects have a connection with energy. Whether in human terms about our consumption of energy and the needs of our planet, or scientific terms where energy and its forces impact on all matter around us. In order to make things we need to have 'creative energy'.</p>	<p><b>Diversity</b></p> <p>Diversity is essential for the health of an environment. It is important that we acknowledge and celebrate the essential element of diversity in nature and also society.</p>	<p><b>Time, cause and effect</b></p> <p>As we identify changes and transformations we can evaluate the cause and effects of these. We can measure the changes, and the time these changes have taken to occur. We can help influence the amount of change and seek ways to counteract or stop the change altogether.</p>

# iLEARN Learning Process

