ROSEHILL SCHOOL

CHARTER

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Acceptance, Achievement, A change of Attitude

Te tautoko Te panekire, me te wairua

Acceptance, Achievement, A change in Attitude

Te tautoko Te panekire, me te wairua

BOT Chairperson	Principal	Date 21/2/16

Description: Rosehill School is situated in urban Papakura drawing students from the Papakura Manurewa districts. We cater for students with a range of special needs aged 5 to 21years. Most students attending have On-going Resource Scheme (ORS) verification. We employ Teachers, Therapist, and Specialists in drama, literacy and music, a psychologist, counsellor and support staff.

Our school has a base school at Rosehill Drive, Papakura. We have satellite classes at the following schools: Red Hill School, Clendon Park School, Manurewa East School, Kereru Park Campus, Rosehill Intermediate School, Greenmeadows Intermediate School and James Cook High School. We also have an arrangement with Rosehill College, whereby some students can attend College classes to suit their needs. A post school centre, Te Ara Poutama has been established in Takanini to cater for students 18 — 21 Years of age.

Satellite classes are staffed by our teachers and specialists with students receiving high quality educational programmes to meet their Individual Educational Plan (IEP) and Curriculum goals. A satellite class allows for individual targeted teaching along with accessing opportunities within the host school for both educational and social development.

For some students, arrangements are made to travel to Manukau Institute of Technology for specialized short courses and for others; arrangements are made to attend Work Experience. Correspondence School facilities are also accessed. Many of our senior students are tutored in the SPEC programme. (South Pacific Educational Courses) which is NZQA approved.

The school has an Outreach arm that supports ORS students in mainstream settings. Students in primary, intermediate and secondary settings are receiving outreach support weekly. This assists with differentiated learning, assistance with IEP's and support and professional development for teachers and support staff.

The Board of Trustees members are committed to governing the school in order to ensure the best possible programmes and facilities for our students. Family/whanau events are held termly and all staff encourage participation in all aspects of students' education.

Vision:

Rosehill School will equip students with the skills and tools for lifelong learning, in an environment that promotes honesty, integrity, trust and respect.

Rosehill School will provide an educational pathway for students, with special education needs, in Papakura, Manurewa and the surrounding districts, through a variety of educational settings.

Mission:

Working in partnership with our community students will receive an education, which is challenging, inclusive, cooperative and personalised to their individual learning needs, in a safe and stimulating environment.

Our Board, Staff and Parents/Whanau will communicate with honesty, integrity, trust and respect.

Values:

At Rosehill we value:-

Lifelong Learning — Continuously growing in who we are — students and staff.

Working collaboratively — Valuing and seeking contributions from whanau and all the educational team.

Excellence — Seeking quality in everything we do.

Enthusiasm — Inspiring ourselves and others.

Justice — Equitable opportunities for participation for all students.

Diversity — As found in our different natures, cultures, health and heritages.

Bold Goal : 2016 - 2020

Rosehill

School

Foundation Class
(2)
Class at each level
(5)
High Health Needs
(2)
Satellite Base

Centre providing professional resourcing to outreach service
(STOS)

Kereru Park Campus (2)

Additional Satellite classes will need to be established in both Papakura and Manurewa as the population grows and new schools are developed. MOE will need to be committed to this, thus reducing demand on the Base School site.

Additional Satellites to maintain base size

Hingaia Peninsular 2016+ (2) Red Hill Primary 2018+ (2)

Rosehill College

Rosehill Intermediate (2)

Educational

Papakura High School 2017+ (2)

Clendon Park Primary (1)

Te Ara Poutama Papakura/

Additional Satellites to maintain base size

Manurewa South 2016+ (2)

Pathway for Students with Special Needs

Manurewa East Primary (2)

Greenmeadows Intermediate (2)

James Cook High (2/3)

Outreach Service

ɔorting ORS students in all mainstream settings.

Takanini Commercial district.

17-21

(2 + additional as required)

Links to industry and tertiary education.

Work

Further Education

Bold Goal:

Rosehill School will continue to have an excellent reputation as a centre of excellence in special education practice. Rosehill School will be a community resource in special education to the Papakura and Manurewa district.

Key Themes: Strategic Direction

- Provide excellent education that inspires students to reach their full potential regardless of the setting.
- A robust IEP system focusing on the key competencies of the NZC
- Actively engage with the communities it serves, and contribute to their Hauora.
- Attract, develop and retain excellent staff.
- Expand the offsite transition centre for students 17+ years.

Provide excellent education.	Robust IEP	Actively engage with community	Attract develop and retain excellent staff	Transition Centre
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• Integrate evidence based practice across the curricula. • Imbed cultural concepts in the classroom programme.	• Effective IEP reporting. • Build stronger relationships with whanau in an Ako relationship. • Develop strong	• Develop a clear plan to effectively engage with family/whanau. • Develop a plan to foster partnerships with	• Develop curriculum leaders. • Engage with teachers in development of appraisal and reflective practice.	• Expand the transition programme. • Develop a collaborative culture with other stake holders.

- Develop an understanding of assessment in Special Education.
- Develop lead teachers in specialist areas.
- Develop STOS
- Provide professional development for mainstream schools in specialist areas

assessment practices at all levels.

- Provide mentoring for all new staff in the system.
- Ensure all staff have the ICT skills to access IEP information.

community organisations.

- Develop a plan to build relationships with other educational providers. (All sectors)

- Develop a clear succession plan.
- Support and develop professional development opportunities.
- Ensure a diverse cultural mix to meet the needs of all students.
- Ensure a diverse skill mix that supports the delivery of educational practice.

Strategic Direction & Overview

Effective IEP Practice

Optimise student learning by developing ourselves professionally in the area of assessment.

All staff to be engaged in professional development to raise the quality of teacher practice. Student achievement will continue to increase as staff develop skills in the following key areas.

Key Competencies (in Special Education)

- Assessment

Goal Writing

Technology

Reporting to Whanau

National Standards

For students at Rosehill School, assessment within the National Curriculum will be done in the context of the IEP process. Assessments will reflect the individual differences in rates and directions of development. The IEP process will continue to be the basis for planning individual learning programmes and goals relating to National Standards will be incorporated into it.

Cultural Diversity

The unique position of Tangata Whenua_____

Rosehill acknowledges and supports the status of Maori and the partnership with Pakeha through the Treaty of Waitangi. Through the individualised IEP process we support the rights of Tangata Whenua to determine the educational goals for their tamariki

Actions the school will take to incorporate Tikanga Maori

Te Reo is valued and infused in planning and curriculum in the school.

All students have the opportunity to be part of the Kapa Haka group.

Kapa Haka is an integral part of school celebrations and formal occasions.

Te Reo is regularly used in classroom programmes — greetings, waiata, counting.

Links to Maori Leadership group at Rosehill College.

Involvement in community festivals — Rangatahi and Auckland wide festivals.

- Maori Trustee on the BOT.

Cultural Diversity in NZ

Rosehill acknowledges and celebrates the significant number of diverse ethnic groups within our school population — both students/whanau and staff.

Outreach Service

Specialist Teacher Outreach Services provide support and guidance to ORS students from a special education teacher in a Mainstream setting. Serving students and families, who reside in the Manurewa and Papakura district.

Expand the service to 20 - 40 students in local schools.

Developing a successful working relationship with host school.

Ensuring realistic expectations.

Encouraging a culture of reflective practice

Establishing Professional Boundaries

Increase Family Feedback and Engagement

Refine, develop and implement strategies to improve productive communication with families, whanau and community.

Focus areas:

Hui and marae based meetings.

Culturally responsive staff.

Use of ICT for internet communication to be established for families that would like it.

Strategic Direction 2016 - 2018

NAG 1 :AII Curriculum Areas	To review the school wide curriculum vision. To grow Curriculum leaders across the school with specific Job Descriptions and MU's Extend "Intensive Interaction" for students with multiple and significant learning impairments.
ICT	All students will have the opportunity to access and use ICT in their classroom to support learning. All staff will be confident users of ICT to support student learning.
Assessment	Continue to develop assessment to support effective teaching. Researching, evaluating and improving data collection & analysis to enhance goal setting. Focus on Teaching as Enquiry
The Arts	To provide a rich range of artistic learning experiences in visual art, dance, drama and music for all students to participate in. Focussing alternate years on static art and performance.
Hauora Health & Well Being	Promote a school environment and culture that ensures a safe learning environment. Students will have access to transdisciplinary programmes to engage in learning. PE/Fitness programmes to ensure regular and maximum participation.
NAG 2: Documentation and Self Review	Develop strong links with family & whanau, community and foster parental participation and collaboration in student learning. Refine and develop the assessment of goals aligned with the Key Competencies. Develop an effective self-review programme in all areas of the school.
NAG 3: Personnel	Revise and monitor the appraisal system including the Registered Teacher Criteria. Develop a robust performance management system. Refine, develop and sustain effective teaching practices by improving systems and opportunities in staff training. Effective PD, whole school and individually targeted goals. Monitor systems to ensure the BOT fulfils its role as a "Good Employer"
Nag 4: Finance & Property	To allocate funds to reflect the schools priorities. To ensure accounts are prepared and audited. To get additional classroom space, either base or satellite, from MOE.
Nag 5: Health & Safety	To provide a safe physical and emotional learning environment for all. Staff will follow NVCI behaviour management plan which espouses the school values and expectations. Te meet the requirements of the H & S Act

NAG 6: Legislation	Develop systems to comply with all current legislation through policy and procedure. Monitor teacher and therapist registrations.

Strategic Goal 1 : CURRICULUM

Every student achieves success as evidenced by progress in their IEP/personalised learning programme.

Strategic Expectations	2016 PRIORITIES	2017 PRIORITIES	2018 PRIORITIES
Effective IEP reporting in place.	Reporting is reviewed in the light of assessment practices. Develop a kite of tools that will assist in staff making OTJ's.	Review and seek whanau feedback, make changes as appropriate	Successful whole school reporting is imbedded into the review cycle.
Progress and achievement reports to the BOT following a planned review timetable Information included re gender, ethnicity, and students' at risk.	A process in place to capture trends — school wide. This will indicate patterns associated with progress and achievement.	Development of a plan for identified cohorts of students.	Review and revise making adjustments as necessary.
Staff are culturally responsive	Staff to attend appropriate professional development regarding cultural responsiveness.	Hautu (BOT) tool used to review responsiveness and action plan to address gaps. Budget to address further PD.	Review effectiveness.
Staff develop as reflective practitioners.	Consolidate the appraisal format that recognises the Registered Teacher Criteria and Teacher dimensions. Staff will develop a portfolio of evidence and through reflective practice will access PD as required. Whole school PD on reflective practice.	Review and refine with guidance to ensure all staff maintain a digital portfolio. ICT PD as required in the area of digital portfolios.	Continue the process

Strategic Goal 2 : COMMUNITY

The school learning community is actively engaged and works in partnership to enhance learning opportunities for all students.

STRATEGIC DIRECTION	2016 PRIORITIES	2017 PRIORITIES	2018 PRIORITIES
Family and whanau are actively involved in developing IEP.	IEP's in best location. Strengthen relationships and continue to build new links.	Community consulted. Data collected and analysed. Action plan developed.	Action plan implemented
Review of school engagement with family/ whanau around learning	Gaps identified in current practice and different ways of engaging with family / whanau are trialled and feedback sought.	Hui — focus on student learning Family evening — develop family networks	School engagement with family/whanau is focussed around learning activities.
To be an active member in the Rosehill Pathway Community of Learners (COL)	Meet with other schools to establish the pathway and Achievement Challenge. Share data.	Offer Special Education expertise to the COL opening the school to visits and making staff available to share knowledge.	Continue on the COL pathway.

Strategic Goal 3 : CULTURE

Our learning community is focussed on providing a high trust, respectful and collaborative environment that enables successful learning for all.

STRATEGIC DIRECTION	2016 PRIORITIES	2017 PRIORITIES	2018 PRIORITIES
Coaching partnerships are developed. PD provided to all staff. Links to reflective practice — Goal I	Curriculum leaders developed further to assist in coaching in specific areas. Protocols for collaborative learning are developed.	Coaching model reviewed and amended where necessary.	Leadership is distributed. Staff are supported to work collaboratively with practices fully integrated.
Develop and prepare to be an integral part of Rosehill COL as a leader in Special Education.	BOT approval. Identified achievement challenge. Identify in school lead teachers.	Continue to develop and work with the community of Learners.	Assess and review.
Further develop the Outreach Service.	Employ additional Outreach Teachers as required. Share expertise within local cluster,	Increase the number of students on Outreach as demands are met from local schools	Grow Outreach to maintain students in their local schools.

Addendum - Expectations:

Our aim is that Staff and BOT will create a quality learning environment where:

- Programmes are student centred and interactive •• All individuals in the school community will be respected and all cultural and ethnic groups are valued. •• Tolerance, respect, honesty and care are promoted •
- Collaborative work by parents, staff and students is promoted •• The support of the community, caregivers, staff and students is •valued. •
- The core values which hold us together as a community are •well known and programmes and actions reflect this. • The positive image of Rosehill School is promoted •• Students are treated fairly and with dignity •

Our aim is that students will:

- Exercise tolerance. •
- Accept new challenges. •
- Make the most of opportunities offered. •
- Be resourceful and creative. •
- Develop time management skills. •
- Be technologically competent. •
- Be confident and socially competent. •
- Develop a healthy lifestyle. •
- Be "risk takers" •
- Respect and trust their teachers. •

Our aim is that parents / whanau will:

- Be involved in their child's education.
- Be supportive of the school.
- Be honest and respectful.
- Be approachable.
- Be receptive.
- Be open to change.
- Be realistic with their expectations.
- Be communicative.
- Value education.
- Respect and trust their child's teacher.

Students learn how to learn. Learning connects to the real lives of • the students

Learning can be enjoyable and challenging •Self-esteem is recognised as the key to successful learning.

There is a joy for learning and confidence in taking risks. •

Students are helped to develop positive attitudes and values •

Students receive love and acceptance. •

Students are taught responsibility, self-discipline and strategies •to become lifelong learners Students are acknowledged as being unique •

There are safe and stimulating environments

Students are encouraged to pursue personal interests and develop individual talents

Staff are supported and encouraged to learn and grow as professionals

Staff are trained professionals who value children

Staff are reflective and innovative in their teaching.

Students are encouraged to work well with one another Students are supported and encouraged to improve their skills, knowledge and attitudes

Successes of students and staff are recognised and celebrated

Have good manners. •Show self -discipline. •

Be self-motivated. •

Show persistence and perseverance. •

Be good team members. •

Display fair treatment of one another. •

Know and obey the school rules.

Take pride in their appearance. •

Express themselves positively to others — "1 can".

Learn how to learn.

Develop communication skills.

Be able to set goals and self-appraise.

Be equipped for the next stage of learning.

Be happy and secure.

Listen to their teachers and other children. Make critical judgements and accept responsibility for their actions.

Understand that it is okay to make mistakes and learn from them.

- Be positive in their approach
- Be enthusiastic.
- Be respectful of the core values of the school community.
- Be treated fairly.

Teaching and learning programme development and/or focus.

Specific cohort identified and targeted.

Raising achievement in number through a variety of programmes.

Engage students in meaningful learning.

By December the VHN ORS students will make accelerated Development progress

Baseline Data

Assessments will inform the individual differences in rates and directions of development.

Students' may or may not be tested at their chronological age but their cognitive ability.

<u>What they can do</u>

Resourcing

1 Ml-I's for Curriculum Leader.

2016 Budget — PD release for Numeracy.

Key Competency Pathways

Target -Numeracy 2016

towards the National Standard in number

Focus

VI-IN ORS students will improve in response to experiences as assessed

through IEP's and P Level assessment.

Ongoing/comparative Assessment

Moderation of work both internally and by SMT to ensure uniformity of standard.

P Levels.

The assessment framework of the school facilitates the development and progress of students through differentiated programmes.

Narrative Assessment

Review

To be completed in time for annual report 2017.

Report on success with Targeted students

Staff and Personal Professional

Support and professional development from Curriculum Leader and SMT

Professional Development

Purchase of resources

Reporting

Principal / Unit holder to BOT after analysis.

Analysis of Variance 2017

Within written report to parents at the end of the year

Unit evaluation mid and end of year

Agency Support

Other Special Schools

Community Involvement		giver consultation/involvement via IEP Parent Whanau evenings. Host Schools
	Key Competencies Pathway	
Parent/Care		