

Te Kura o Wairau

CHARTER

2020 - 2024



“E tu nga kaitiaki mo apopo”

“To stand as guardians of tomorrow”

CONTENTS

• ***STRATEGIC PLAN (2020 – 2024)***

• ***OUR MISSION/VISION, OUR VALUES, STRATEGIC GOALS, GUIDING PRINCIPLES, CULTURAL DIVERSITY AND MĀORI DIMENSION***

• ***STRATEGIC AIM 1 - CURRICULUM***

• ***STRATEGIC AIM 2 – TEACHING AND LEARNING***

• ***STRATEGIC AIM 3 – RELATIONSHIPS***

• ***STRATEGIC AIM 4 – WELLBEING***

• ***ANNUAL PLAN:***

STRATEGIC AIM 1, STRATEGIC AIM 2 , STRATEGIC AIM 3, STRATEGIC AIM 4

• ***RATIFICATION***

STRATEGIC PLAN (2020 - 2024)

OUR MISSION & VISION

At Te Kura o Wairau....

We value and celebrate the identities and aspirations that our whanau have.

We nurture the well-being, confidence and creativity of our tamariki.

We enhance understanding of being excellent kaitiaki for our learning and our environment.

OUR VALUES

| <i>Manaakitanga</i> | <i>Whanaungatanga</i> | <i>Kaitiakitanga</i> |
|---|---|---|
| Through the value of Manaakitanga we will build the self-esteem, confidence and resilience of ourselves and others through being respectful, caring and supportive. | Through the value of Whanaungatanga we have a communal sense of belonging and are embracing and accepting of others. We respect who we are and understand that learning together through shared experiences, and supporting each other with honesty, empathy and commitment will make our relationships stronger. | Through the value of Kaitiakitanga we are enhancing our understanding of the world around us. As we grow to be confident Kaitiaki, we will create and protect current and future environments where our learning is valued and cared for. |

STRATEGIC GOALS

| 1 CURRICULUM | 2 TEACHING AND LEARNING | 3 RELATIONSHIP (Whanaungatanga) | 4 WELLBEING |
|---|---|---|---|
| Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. | Align and enrich innovative pedagogies across the school ensuring a consistent language and approach to learning. | Develop a collaborative, professional learning culture by establishing respectful relationships with parents, whanau, school and wider communities. | Develop sustainable practices that contribute to social, emotional, cultural, economic and environmental wellbeing. |

GUIDING PRINCIPLES

At Te Kura o Wairau the Board of Trustees along with the Principal and staff are committed to...

- Providing a welcoming and inclusive environment for all learners and their families to our school community
- Creating an environment where all learners are empowered to participate in all activities and achieve against the Learning Areas of The New Zealand Curriculum and Key Competencies
- Fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated
- Providing a caring environment that is emotionally, socially and physically safe for all
- Delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers, and effective users of communication tools
- Developing a community of learners where teachers, students and whanau work in partnership
- Empowering all students to be lifelong learners
- Fostering students' appreciation of the resources in our local environment and problem-solving ways of protecting them for future generations

CULTURAL DIVERSITY AND MĀORI DIMENSION

Te Kura o Wairau celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

NATIONAL EDUCATION GOALS

The Treaty of Waitangi Principles, as presented in Ka Hikitia - Accelerating Success 2013 – 2017 and Tataiako will guide the development of programmes to ensure engagement and success for Māori students.

The Pasifika Education plan will inform our planning to ensure engagement and success for Pasifika students.

WHAT TE KURE O WAIRAU IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and language of Maori and Pasifika are recognised and valued. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. We will support and encourage all learners where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to learn and excel in Te Reo Maori and Tikanga Maori. That Maori Learners enjoy and achieve educational success, reaching their potential in ways that reflect and affirm their identity, language and culture. The Treaty of Waitangi will guide our relationships and the nature of our interactions with our Māori community. We are charged to uphold and consider the Treaty, to protect taonga Maori – knowledge and language. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol), show respect for our local Māori History, and for our Maori history across Aotearoa.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM? The 'whole school' Tauparapara programme provides the opportunity for daily practice of Tikanga Maori. Te Reo Māori me ōna tikanga are valued and promoted in teaching and learning, for example, through pōwhiri, mihi whakatau, karakia, and kapa haka. Weekly 'Haupihī' (kapa haka) practice will occur for students who opt into this. They will have opportunities to perform throughout the year - both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI AND PASIFIKA COMMUNITIES WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving, or have learning needs, so that programmes and resources can be targeted and catered for.

REPORTING to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going ensuring targets are set and resourcing put in place.

TO CAPTURE THE VIEWS OF MĀORI AND PASIFIKA COMMUNITY CONSULTATIONS WILL TAKE PLACE WITH the school's Māori and Pasifika communities to develop and make known policies, plans and targets for improving the achievement of Māori and Pasifika students.

WHAT WILL THE SCHOOL DO TO PROVIDE FULL-TIME INSTRUCTION IN TE REO MĀORI FOR PARENTS WHO ASK FOR IT FOR THEIR CHILDREN? Requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school.

STRATEGIC AIM 1 – CURRICULUM

Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

- 1.1** Annual targets will be identified, based on analysed data, to effect and sustain improvement for all learners (developing evaluative capacity).
- 1.2** On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (developing evaluative capability).
- 1.3** All teaching and learning will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (developing instructional capability).
- 1.4** Resources and technologies that appropriately support all students, including those with differentiated learning needs will be identified and used to effect improvement (developing strategic capability).
- 1.5** Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing adaptive capability)
- 1.6** Learners will be supported in their transitions (developing adaptive capability)

STRATEGIC AIM 2 – TEACHING AND LEARNING

Align and enrich innovative pedagogies across the school ensuring a consistent language and approach to learning.

- 2.1** Students will develop an understanding of the Digital Technology Curriculum. The learning of programming concepts will empower learners to become creators of digital technology, not just users (Computational Thinking for Digital Technologies).
- 2.2** Consistency of learning will be developed across the whole school using a common language.
- 2.3** All members of the school community will develop new skills and embrace new understandings of themselves as learners.
- 2.4** Digital technology will be used responsibly.

2.5 Technology use is accessible and equitable, enhancing authentic, co-constructed learning within and beyond the wider community and school. Community and networks work in partnership to reflect and plan.

2.6 A curriculum based on action competence will be delivered.

STRATEGIC AIM 3 – RELATIONSHIPS (Whanaungatanga)

Develop a collaborative, professional learning culture by establishing respectful relationships with parents, whanau, school and wider communities.

3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and wellbeing.

3.2 Staff will learn from each other how best to raise the quality of teaching and learning (Co-constructing and sharing learning within and beyond school).

3.3 Parents will be kept well-informed about their child's progress.

3.4 Community voice will be used for consultation on relevant matters.

STRATEGIC AIM 4 – WELLBEING

Develop sustainable practices that contribute to social and emotional, cultural, economic and environmental wellbeing.

4.1 To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are and their cultural contexts incorporated into teaching and learning programmes.

4.2 To build and maintain positive relationships meaningful connections will be made between learning areas, key competencies, and values.

4.3 To provide programmes that contribute to developing students' knowledge, skills and attributes to make the most of learning opportunities and allow them to see the relevance of what they learn in school to their future lives.

4.4 Students will develop a sense of responsibility in addressing environmental issues.

ANNUAL PLAN

STRATEGIC AIM 1 – CURRICULUM

Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

ANNUAL OBJECTIVE

For all learners to achieve or exceed age appropriate curriculum level expectations in Reading, Writing and Mathematics.

READING

BASELINE DATA: Analysis of the school-wide data in Reading at the end of 2019 showed...

| Reading | | |
|----------|--------------|----------------------|
| | At and Above | Below and Well Below |
| Overall | 47% | 53% |
| Maori | 51% | 49% |
| Pasifika | 46% | 54% |
| Boys | 45% | 55% |
| Girls | 50% | 50% |

· 47% of all students met or exceeded age appropriate curriculum level expectations in Reading.

- 51% (39 out of 82) of Maori students met or exceeded age appropriate curriculum level expectations in Reading.
- 46% (18 out of 38) of Pasifika students met or exceeded age appropriate curriculum level expectations in Reading.
- of the 12 Year 3 students identified at the end of 2019 as 'below' and 'well below' all made progress, with 6 accelerating.

TARGETS – 2020

- All students identified as not yet meeting the age appropriate curriculum level at the end of 2019 will have made at least a year's progress in Reading by the end of 2020 with at least 55% (95 out of 171) of identified learners making accelerated progress to achieve age appropriate curriculum level expectation.
- To shift the achievement of 51% (43 out of 82) of Maori students not yet meeting the age appropriate curriculum level to meet or exceed curriculum level expectation.
- To raise achievement for the Year 2 cohort (2019 Year 1) so that 80% of all Year 2 students meet or exceed the age appropriate curriculum level.

WRITING

BASELINE DATA: Analysis of the school-wide data in **Writing** at the end of 2019 showed...

| | Writing | |
|----------|---------------------|-----------------------------|
| | At and Above | Below and Well Below |
| Overall | 52% | 48% |
| Maori | 56% | 44% |
| Pasifika | 41% | 59% |
| Boys | 41% | 59% |
| Girls | 66% | 34% |

- 52% of all students met or exceeded age appropriate curriculum level expectations in Writing.
- 56% (53 out of 83) of Maori students met or exceeded age appropriate curriculum level expectations in Writing.

- 41% (16 out of 38) of Pasifika students met or exceeded age appropriate curriculum level expectations in Writing.
- of the 11 Year 5 students identified at the end of 2019 as 'below' and 'well below' all but 1 made progress, with 3 accelerating

TARGETS - 2020

- To maintain or better the 2019 achievement of 52% of all students meeting or exceeding curriculum level expectations.
- To shift achievement of male students so at least 80% attain or exceed age appropriate curriculum level in Writing.
- To shift the 2019 achievement of 44% (30 out of 83) Maori students not yet meeting or exceeding age appropriate curriculum level expectation.
- To raise achievement for the Year 6 cohort (2019 Year 5) so that 80% of all Year 6 students meet or exceed the age appropriate curriculum level.

MATHEMATICS

BASELINE DATA: Analysis of the school-wide data in *Mathematics* at the end of 2019 showed...

| | Mathematics | |
|----------|---------------------|-----------------------------|
| | At and Above | Below and Well Below |
| Overall | 73% | 27% |
| Maori | 76% | 24% |
| Pasifika | 69% | 31% |
| Boys | 71% | 29% |
| Girls | 77% | 23% |

- 73% of all students met or exceeded age appropriate curriculum level expectations in Mathematics.

- 76% (61 out of 83) of Maori students met or exceeded age appropriate curriculum level expectations in Mathematics.
- 69% (27 out of 38) of Pasifika students met or exceeded age appropriate curriculum level expectations in Mathematics.
- 71% (67 out of 96) of all male students met or exceeded age appropriate curriculum level expectations in Mathematics.
- 77% (60 out of 76) of all female students met or exceeded age appropriate curriculum level expectations in Mathematics.

TARGETS - 2020

- To maintain or better the 2019 achievement of 73% of current students to continue to meet or exceed age appropriate curriculum level in Mathematics.
- To maintain or better the 2019 achievement of 76% of Maori students achieving or exceeding age appropriate curriculum level.
- To maintain or better the 2019 achievement of 69% of Pasifika students achieving or exceeding age appropriate curriculum level.
- All current students who are identified as not yet meeting the age appropriate curriculum level expectations will progress towards their individual targets in Mathematics.

STRATEGIC AIM 1 – CURRICULUM

Develop a collaborative future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

ANNUAL OBJECTIVE

For all learners to achieve or exceed age appropriate curriculum level expectations in Reading, Writing and Mathematics.

CURRICULUM

| STRATEGIC INTENTIONS | ACTIONS | WHO | WHEN |
|---|---|---|--|
| <p>1.1 Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners (developing evaluative capacity).</p> | <ul style="list-style-type: none"> · End of 2019 data analysed and target/priority learners identified. · School targets set and shared with staff. · Knowledge of target/priority learners shared with teachers, goals set and interventions put in place. · Budgets to resource interventions. · Teacher Aide timetables established. · Staff Meetings and Team Meetings to include discussion around ‘all learners’ progress and ‘priority learners’ progress. · Senco on full release to work with Arahunga Staff re our ORS students, their teachers and teacher aides. | <ul style="list-style-type: none"> · Leadership Team · Teachers · BOT · SENCO · Teachers | <ul style="list-style-type: none"> · End of 2019 / Beginning of 2020 (Budget) On-going |
| <p>1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can (developing evaluative capacity).</p> | <ul style="list-style-type: none"> · Assessment timetable, including moderation expectations reviewed and shared with staff. · Learning Progressions in Reading, Writing and Mathematics to be unpacked over the year. · Observations and discussions with teachers will focus on how student achievement information is being used to inform teaching and learning. · The targeted assistance and programmes for all identified learners will be regularly reviewed for effectiveness and next steps set. | <ul style="list-style-type: none"> · Leadership Team · SENCO · Teachers | <ul style="list-style-type: none"> On-going |

| | | | |
|--|---|---|-----------------|
| <p>1.3 All teaching and learning will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (developing instructional capability).</p> | <ul style="list-style-type: none"> · Monitor and report on how programmes are being differentiated to meet specific needs. · Regular opportunities provided for teachers to share resources, innovative practice and inquiries that have made an impact on achievement. | <ul style="list-style-type: none"> · Leadership Team · SENCO · Teachers | <p>On-going</p> |
| <p>1.4 Resources and technologies that appropriately support all students, including those with differentiated learning needs will be identified and used to effect improvement (developing strategic capability).</p> | <ul style="list-style-type: none"> · Advise parents when their children have teacher aide assistance, the nature of the programmes and updates on progress. · Applications for assistance (e.g. RTLB, ICS, CAFS, SWIS, Assistive Technology etc) will be made as needed. · Resources identified as an outcome of inquiry will be provided (budget permitting). · Teacher led, needs based workshops to provide support in implementing the Digital Technology Curriculum. | <ul style="list-style-type: none"> · Leadership Team · SENCO · Teachers | <p>On-going</p> |
| <p>1.5 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing adaptive capability).</p> | <ul style="list-style-type: none"> · Student voice used to inform teaching and learning. · The Student Leadership Team will be encouraged to get student voice from the wider school community to effect change. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students | <p>On-going</p> |
| <p>1.6 Learners will be supported in their transitions (developing adaptive capability).</p> | <ul style="list-style-type: none"> · Visits by the SENCO and New Entrant Teacher will be made to any ECE for any learner needing assistance with transition. · Parents of learners with needs will be made aware of the new class ahead of time to ensure a smooth transition. · Learners with needs will be supported in their transitions. | <ul style="list-style-type: none"> · Leadership Team · Teachers · SENCO | <p>On-going</p> |

STRATEGIC AIM 2 – TEACHING AND LEARNING

Align and enrich innovative pedagogies across the school ensuring a consistent language and approach to learning.

ANNUAL OBJECTIVE

Professional development will support teachers to develop their practice to support higher-order, collaborative, co-constructed teaching and learning.

BASELINE DATA:

Teachers who engage with their students in an inquiring, authentic way come to understand them better, gaining insight into their aspirations and the communities to which they belong. This makes it easier for them to meet their students' needs and ensure that learning is both relevant and challenging. When students are engaged in their learning, teachers are able to make the fullest use of their professional skills as educators" (ERO April 2018).

Our focus and inquiries have focused on engaging the learner and to support this, digital technologies are being used to engage the learner, support access to the curriculum for learners with identified needs and provide a platform for authentic, higher-order and collaborative learning for all learners, staff and the wider community.

TEACHING AND LEARNING

| STRATEGIC INTENTIONS | ACTIONS | WHO | WHEN |
|--|--|---|-------------|
| 2.1 Students will develop an understanding of the Digital Technology Curriculum. The learning of programming concepts will empower learners to become creators of digital technology, not just users (Computational Thinking for Digital Technologies). | <ul style="list-style-type: none">· The Digital Technology Curriculum will be implemented across the school.· Students will engage in activities where they learn how to design quality, fit-for-purpose digital solutions. | <ul style="list-style-type: none">· Leadership Team· Digital Technology Leader· Teachers· Students | On-going |

| | | | |
|--|--|--|-----------------|
| <p>2.2 Consistency of teaching and learning will be developed across the whole school.</p> | <ul style="list-style-type: none"> · Common language will be developed and used across the school. · Coding language will be used as per the Digital Curriculum. | <ul style="list-style-type: none"> · Leadership Team · Teachers | <p>On-going</p> |
| <p>2.3 All members of our school community will develop new skills and embrace understanding of themselves as learners.</p> | <ul style="list-style-type: none"> · Working individually and collaboratively, teachers and learners will put into practice new ideas. · Staff will actively engage in teacher led inquiry both individually and collaboratively. · Teachers will work collaboratively alongside students to create personalised, higher order, real world learning. · Maths professional development across the school. · Research and professional readings at team and staff meetings. | <ul style="list-style-type: none"> · Leadership Team · Teachers | <p>On-going</p> |
| <p>2.4 Digital technology will be used responsibly.</p> | <ul style="list-style-type: none"> · Students will develop skills and knowledge for safe and responsible use of digital technology. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students | <p>On-going</p> |
| <p>2.5 Technology use is accessible and equitable, enhancing authentic, co-constructed learning within and beyond the wider community and school. Community and networks work in partnership to reflect and plan.</p> | <ul style="list-style-type: none"> · Within budget constraints all classes will be provided with sufficient technology to meet their increased needs. | <ul style="list-style-type: none"> · BOT · Leadership Team · Teachers · Students | <p>On-going</p> |
| <p>2.6 A curriculum based on action competence will be delivered.</p> | <ul style="list-style-type: none"> · Students select issues for action so that it has meaning and relevance for them. Issues will emerge out of the themes or contexts that are currently being studied. | <ul style="list-style-type: none"> · Teachers · Students | <p>On-going</p> |

STRATEGIC AIM 3 – RELATIONSHIPS (whanaungatanga)

Develop a collaborative, professional learning culture by establishing respectful relationships with parents, whanau, school and wider communities.

ANNUAL OBJECTIVE

Teachers and learners, within schools and across schools, work collaboratively to put into practice new ideas and embrace new understandings.

BASELINE DATA:

Research finding is that partnerships that align school and home practices and enable parents to actively support their children's in-school learning have shown some of the strongest impacts on student outcomes. Research also shows that student outcomes are enhanced when effective links are made between schools where best practice is shared.

We have developed a shared understanding of partnership - a two-way relationship leading to and generating shared action, outcomes and solutions.

Relationships continue to be strengthened across our school. Teachers share best practice and network to effect improvement.

RELATIONSHIPS (Whanangatanga)

| STRATEGIC INTENTIONS | ACTIONS | WHO | WHEN |
|--|---|--|---------------------------------|
| 3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and well-being. | <ul style="list-style-type: none">· Whanau Hui will focus on providing parents with information about the programmes and resources that are used in school and how they can help their child at home by using this knowledge.· Weekly Staff Meetings will focus on staff and students Hauora. Planned activities and resources will be shared. Staff and students will complete Wellbeing Survey's. Data collected from these will be used to support staff and students wellbeing.· Experts and Outside Agencies will be used as needed to support staff and students well-being and learning. | <ul style="list-style-type: none">· Leadership Team· Well Being Leader· Teachers· BoT· SENCO | Term 2 & Term 4 On-going |

| | | | |
|--|--|---|------------------------------------|
| <p>3.2 Schools will learn from each other how best to raise the quality of teaching and learning (Co-constructing and sharing learning within and beyond school).</p> | <ul style="list-style-type: none"> · Teachers encouraged to visit best practice teachers identified across the school. · Meetings, observations to take place so that learning from each other can take place. · Explicit notes (feedback/feedforward) will be provided to support raising quality teaching and learning. | <ul style="list-style-type: none"> · Leadership Team · Teachers | <p>On-going</p> |
| <p>3.3 Parents will be kept well-informed about their child's progress.</p> | <ul style="list-style-type: none"> · Reporting, formally and informally will ensure parents and whānau are well informed, can make sense of their child's progress and achievement and able to support learning at home. · Mid-year and end of year written reports will be in language parents understand. | <ul style="list-style-type: none"> · Leadership Team · Teachers | <p>On-going Term 2 & 4</p> |
| <p>3.4 Community voice will be used for consultation on relevant matters.</p> | <ul style="list-style-type: none"> · Survey parents to get community views. | <ul style="list-style-type: none"> · Leadership Team · BoT | <p>On-going Term 3</p> |

STRATEGIC AIM 4 – WELLBEING

Investigate and develop sustainable practices that contribute to the social and emotional, cultural, economic and environmental wellbeing of New Zealand.

ANNUAL OBJECTIVE

Students will develop their understanding of cultural, social and emotional, economic and environmental wellbeing.

BASELINE DATA:

As our school has become increasingly diverse, we have reviewed our definitions of cultural, social and emotional, economic and environmental well-being.

We have defined...

- cultural wellbeing as the strength that communities and individuals enjoy through:
 - participation in recreation, creative and cultural activities;
 - and the freedom to retain, interpret and express their arts, history, heritage and traditions.
- social and emotional wellbeing as having the necessary skills for building and maintaining positive relationships with others and the one person always with us ... ourselves.
- economic well being as having the knowledge, skills and attributes to make the most of changing opportunities.
- environmental wellbeing as learning to think and act in sustainable ways that will safeguard the future wellbeing of people and our planet.

WELLBEING

| STRATEGIC INTENTIONS | ACTIONS | WHO | WHEN |
|---|---|---|----------|
| <p>4.1 To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are with cultural contexts incorporated into teaching and learning programmes.</p> | <ul style="list-style-type: none"> · Opportunities will be provided for all students to participate in creative and cultural activities and develop a sense of belonging through participation and action as individuals, or members of groups. · Learning contexts will enable students to retain, interpret and express their arts, history, heritage and traditions. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students · Whanau | On-going |
| <p>4.2 To build and maintain positive relationships and develop meaningful connections between learning areas, key competencies and values.</p> | <ul style="list-style-type: none"> · The big idea for 2020 is 'Our Local Maori History'. · Opportunities will be provided for all students to learn, understand and develop knowledge about Rangitane and their own Iwi. <p>These opportunities will build and maintain positive relationships with others and themselves.</p> <ul style="list-style-type: none"> · Opportunities will be provided for all teachers to strengthen their understandings about student partnership and students' ability to make and take accountability for their own choices so they can actively contribute to school life and their education experiences. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students · Whanau | On-going |
| <p>4.3 To provide programmes that contribute to developing students' knowledge, skills and attributes that make the most of learning opportunities and allow them to see the relevance of what they learn in school to their future lives.</p> | <p>Opportunities will be provided for students to...</p> <ul style="list-style-type: none"> · develop as questioning and informed consumers who learn to manage resources effectively. · build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. · develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. · learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students | On-going |

| | | | |
|---|--|---|-----------------|
| <p>4.4 Students will develop a sense of responsibility in addressing environmental issues.</p> | <ul style="list-style-type: none"> · Through participation and action as individuals, or members of groups, and using authentic learning contexts students will explore ways of... · gaining knowledge of the natural resources of New Zealand · understanding the environment and the impact of people on it (cause and effect) · sharing attitudes and values that reflect feelings of concern for the environment. · taking action to ensure the well-being of their own environment and that of future generations. | <ul style="list-style-type: none"> · Leadership Team · Teachers · Students · Whanau | <p>On-going</p> |
|---|--|---|-----------------|

This Charter was ratified by the Te Kura o Wairau Board of Trustees on 25th March 2020.