

TE KURA O WAIRAU  
SCHOOL IMPROVEMENT PLAN

Charter

2020 - 2023



## CONTENTS

- *Introductory Section - Strategic Intentions, Our Whakatauaki (Motto), Mission & Vision Statement,*
- *Our Values, Our Values Guiding Principles*
- *Te Kura o Wairau Guiding Principles*
- *Te Kura o Wairau Maori & Pasifika Dimension and Cultural Diversity Statements.*
- *Baseline Data or School Context - Student Learning*
- *Student Engagement*
- *Student Attendance*
- *School Organisation and Structures - Health & Safety, Personnel & Property*
- *Review of Charter & Consultation*
- *Strategic Section - Strategic Goals (Curriculum, Teaching & Learning (Digital Technology), Relationships & Wellbeing) & Annual Objectives*
- *Targets*
- *Ratification*

# INTRODUCTORY SECTION - STRATEGIC INTENTIONS

## OUR WHAKATAUAKI (MOTTO)

Mā mātou te Wairautanga e whakaoti

*1884 Te AweAwe.T*

### Context

*On the Te Peeti Te Awe Awe chief statue in the Square (Palmerston North/Papaoia) are left some parting words which were, "Kua Kaupapa i a au te aroha, mā koutou e whakaoti - I have laid the foundations of friendships for you to build upon." This came about after a peace settlement was negotiated between Rangitāne and the neighbouring tribes.*

*In consultation with our Rangitāne Iwi, together we formulated the whakatauaki above for all of us to build upon and pursue at Te Kura o Wairau. We use Wairautanga to represent our identity, values, and principles of our kura.*

## 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>
<p>At Te Kura o Wairau, we show manaakitanga by being respectful, kind, and supportive. We will demonstrate manaakitanga to develop trust, equity, and sincerity with others.</p>	<p>At Te Kura o Wairau, we show whanaungatanga by building strong and positive relationships with each other. We will maintain high expectations with honesty, empathy, and commitment so that we can support each other in our shared learning experiences.</p>	<p>At Te Kura o Wairau, we show kaitiakitanga by guarding, caring, and protecting all aspects of our kura, te reo Māori, and tikanga Māori. Learners will know their whakapapa, their tūranga waewae, and their connection to Te Kura o Wairau.</p>

## OUR VALUES 'GUIDING PRINCIPLES'

- We all belong to Te Kura o Wairau
- We know our whakapapa and tūranga waewae
- We are kind, positive, and include others
- We are proud of our successes and the success of others
- We value and take responsibility for our environment and community
- We learn by working together with others
- We take ownership of our learning, teaching, and our behaviour
- We will respect and protect each others mana
- We strive to be the best that we can be
- We support and give compliments to others - manaakitia ngā tāngata katoa

## TE KURA O WAIRAU GUIDING PRINCIPLES

At Te Kura o Wairau the Board of Trustees along with the Tumuaki and Kaiako 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,
- 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.

## **TE KURA O WAIRAU MĀORI & PASIFIKA DIMENSION AND CULTURAL DIVERSITY STATEMENTS**

*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 Premises and Principles, Ka Hikitia Ka Hapaitia (The Maori Education '30 Year Education Vision and Objective Strategy'), and Tataiako (Cultural Competencies for Teachers of Maori Learners) will support Maori learners and their whanau to achieve excellent education outcomes. We will know we have been successful when Maori learners and their whanau have a strong sense of belonging across our education system; when we recognise and build on the strengths of Maori learners and their whanau; when we support strong relationships between learners and whanau, hapu, iwi, educators and others to support excellent outcomes; and when give practical effect to Te Tiriti o Waitangi in the education system.

The Action Plan for Pacific Education 2020 - 2030 and Tapasa (Cultural competencies for teachers of Pasifika Learners) will support Pacific learners and families to achieve excellent education outcomes. We will know when we have been successful when Pacific learners and families are free from racism and discrimination in education; when Pacific learners and their families feel accepted and included; when Pacific learners' cultures, faith and beliefs are valued in education; when Pacific families feel confident supporting their children in education; when there are no financial barriers to accessing education for Pacific learners and families; and when the Pacific workforce is grown, valued and supported.

### **WHAT TE KURA 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 honour the Treaty, and 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, by learning about our local Māori History, and our Maori history across Aotearoa, and prior to Maori settling in New Zealand.

**WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?**

At Te Kura o Wairau we show value for tikanga Maori by the actions and behaviours we display when greeting, welcoming, hosting and interacting with people. We have mihi whakatau and powhiri throughout the year which celebrates Maori tikanga and provides us with authentic contexts from which to learn and grow. 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 through pōwhiri, mihi whakatau, karakia, and kapa haka. Weekly 'Haupihī' (kapa haka) practice occurs during the day for students who opt into this. They 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 our students 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?**

Professional development will be provided to all staff to increase their level of te reo so they can begin to teach in te reo Maori. Requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, resources and the availability of accommodating this within the school.

## BASELINE DATA OR SCHOOL CONTEXT

### Students Learning

<b>NZ Curriculum Expectations (By the End of the Year)</b>	<b>2020</b>			<b>2021</b>			<b>2022</b>			<b>2023</b>		
<b>Whole School Data</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>									
<i>Achieving Above</i>	33.7%	26.3%	8.3%	27.9%	22.9%	6.2%						
<i>Achieving At</i>	31.2%	15.6%	35.4%	33.5%	20.1%	31.4%						
<i>Achieving Below</i>	32.7%	41.5%	43.7%	35.3%	31.3%	51.4%						
<i>Achieving Well-Below</i>	2.4%	16.6%	12.6%	3.3%	25.7%	11%						
<b>Māori Data</b>												
<i>Achieving Above</i>	36.8%	25%	7.7%	27%	22.3%	5.9%						
<i>Achieving At</i>	31.6%	16.4%	39.3%	36.1%	21.5%	31.4%						
<i>Achieving Below</i>	29.9%	42.2%	44.4%	33.6%	28.1%	53.4%						
<i>Achieving Well-Below</i>	1.7%	16.4%	8.5%	3.3%	28.1%	9.3%						
<b>Pasifika Data</b>												
<i>Achieving Above</i>	28.3%	30.4%	10.9%	28.3%	26.1%	6.5%						
<i>Achieving At</i>	34.8%	13%	30.4%	32.6%	23.9%	34.8%						
<i>Achieving Below</i>	34.8%	43.5%	41.3%	34.8%	28.3%	47.8%						
<i>Achieving Well-Below</i>	2.2%	13%	17.4%	4.3%	21.7%	10.9%						
<b>Boys Data</b>												
<i>Achieving Above</i>	24.4%	23.7%	5.3%	31%	23.5%	5.4%						
<i>Achieving At</i>	34.2%	17.5%	29.8%	31%	20.9%	30.4%						
<i>Achieving Below</i>	37.7%	39.5%	49.1%	33.6%	29.6%	51.8%						
<i>Achieving Well-Below</i>	2.6%	19.3%	15.8%	4.3%	26.1%	12.5%						
<b>Girls Data</b>												
<i>Achieving Above</i>	44%	29.7%	12%	24.2%	22.2%	7.1%						
<i>Achieving At</i>	27.5%	13.2%	42.4%	36.4%	19.2%	32.7%						
<i>Achieving Below</i>	26.4%	44%	37%	37.4%	33.3%	51%						
<i>Achieving Well-Below</i>	2.2%	13.2%	8.7%	2%	25.3%	9.2%						

## STUDENT ENGAGEMENT

### Attendance Data

*Our goal is to have 100% attendance at our kura*

	2020	2021	2022	2023
Terms	Days attended average	Days attended average	Days attended average	Days attended average
1	76.7%	87.3%	81.4%	
2	90.5%	84.3%		
3	83.2%	83.7%		
4	84.9%	83.4%		

### Target Cohort Baseline Data - (Tracking our students 2020 - 2023)

	Reading		Writing		Maths	
	Well Below	Below	Well Below	Below	Well Below	Below
2020 - Year 1	0%	91%	0%	0%	0%	0%
2021 - Year 2	50%	18%	0%	65%	0%	32%
2022 - Year 3						
2023 - Year 4						

#### 2021/2022/2023 Target

We are tracking our Year 2 cohort in Reading over the next 3 years.

In 2021 we are beginning professional development around Structured Literacy.

## SCHOOL ORGANISATION AND STRUCTURES

	<u>Health &amp; Safety</u>	<u>Personnel</u>	<u>Property</u>
<b>2020</b>	<p>We have a Health &amp; Safety Committee who meet once a term, or when is required (e.g Covid-19 pandemic). The committee is made up of the Tumuaki, BoT Chairperson, Deputy Principal/Senco, BoT Member &amp; Caretaker. We keep minutes of our meetings.</p> <p>We have up to date Health &amp; Safety policies and procedures ensuring the kura/staff/students are safe.</p> <p>The Tumuaki meets regularly (once a month) with the Caretaker.</p> <p>The Covid-19 pandemic meant a review of all Safety policies and procedures. Guidance, advice and support from the MoE, Health Board, Principals Association and Government helped us navigate our way through this unprecedented time.</p> <p>We have a Health and Safety register which records all outside businesses who are working on our school site.</p> <p>We have inductions for all new staff.</p>	<p>We have 13 teachers and 15 support staff.</p> <p>We have been invited to rejoin the Kahui Ako and now have an AST (Across School Teacher) who will work alongside us.</p> <p>We have a SWIS (Social Workers in School) kaiako who supports our most at risk students and whanau.</p> <p>We have a RTLB Liaison Officer who supports our most at risk students/whanau.</p> <p>We have a Public Health Nurse who visits us once a week supporting our students health and wellbeing needs.</p> <p>We employ Arahunga staff to support our ORS students.</p> <p>We employ Carol Lynch (EdLead) who is coaching and mentoring the Tumuaki, Deputy Principal and Assistant Principal.</p>	<p>We have Block 2 undergoing modification in the toilet block area. This is being updated including wheelchair access toilets, breakout spaces and an outdoor learning/deck area.</p> <p>We have a new set of basketball hoops installed.</p> <p>We have 3 courts resurfaced.</p> <p>We have had the carpark and school gardens landscaped.</p> <p>We have had trees arbourised.</p> <p>We had water fountain spouts installed so we could fill up our drink bottles.</p> <p>We had a new fence installed at the front of the school.</p> <p>We had mural walls painted in preparation for artworks.</p> <p>We've had cooling units installed throughout the school.</p>

			<p>We had our boiler decommissioned.</p> <p>We had radiators removed from Block 2.</p> <p>We had a modified bathroom installed in Room 12.</p> <p>We had handrails installed outside and inside of Room 13.</p>
<p><b>2021</b></p>	<p>We have a Health &amp; Safety Committee who meet once a term, or when is required (e.g Covid-19 pandemic). The committee is made up of the Tumuaki, BoT Chairperson, Deputy Principal/Senco, BoT Member &amp; Caretaker. We keep minutes of our meetings. We have up to date Health &amp; Safety policies and procedures ensuring the kura/staff/students are safe.</p> <p>The Tumuaki meets regularly (once a month) with the Principal..</p> <p>We have a Health and Safety register which records all outside businesses who are working on our school site.</p> <p>We have inductions for all new staff.</p>	<p>We have 12 teachers and 13 support staff</p> <p>Kahui Ako - We have an AST (Across School Teacher) supporting our kura and a WST (Within School Teacher) working alongside the AST, Literacy Leader and Kowhai Team (NE-Year2) this year.</p> <p>We have a SWIS (Social Workers in School) kaiako who supports our most at risk students and whanau.</p> <p>We have a RTLB Liaison Officer who supports our most at risk students/whanau.</p> <p>We have a Public Health Nurse who visits us once a week supporting our students health and wellbeing needs.</p> <p>We employ Arahunga staff to support our ORS students.</p>	<p>We have new signage being designed and installed around the kura.</p> <p>We have a new waharoa entrance being designed at the front of our school.</p> <p>We will be moving the Somerset Crescent crossing over so it is not blocking our new waharoa space.</p> <p>We have a new wananga space in our school (wharenuui &amp; wharekai).</p> <p>Block 2 is still in progress.</p> <p>Block 2 classrooms will have new carpet tiles installed, new lino and a coat of paint.</p> <p>We will have a new cycle track and pump track on our back fields with a new storage container for the bikes and equipment.</p>

		<p>We employ Carol Lynch (EdLead) who is coaching and mentoring our Team Leaders.</p> <p>We have a gardener to care for our new plants.</p> <p>We have a librarian who will support the classes and school re resource management.</p>	<p>We will install 3 more cooling units to the environments that need them (Room 3/Resource Room, Breakout Spaces in Block 2).</p> <p>Trees will be arbouired throughout the year.</p>
2022	<p>We have a Health &amp; Safety Committee who meet once a term, or when is required (e.g Covid-19 pandemic). The committee is made up of the Tumuaki, BoT Chairperson, Deputy Principal/Senco, BoT Member &amp; Caretaker. We keep minutes of our meetings.</p> <p>We have signed up to Schooldocs which is an online policy and procedure service for schools. This means our school policies and procedures are up to date and in line with all law changes/expectations.</p> <p>The Tumuaki meets regularly (once a month) with the Caretaker.</p> <p>We have a Health and Safety register which records all outside businesses who are working on our school site.</p> <p>We have a hazards register that records up to date hazards and alerts all visitors to our kura of these.</p>	<p>We have 11 teachers and 12 support staff</p> <p>Kahui Ako - We have an AST (Across School Teacher) supporting our kura and 2 WST's (Within School Teachers) working alongside the AST.</p> <p>We have a SWIS (Social Workers in School) kaiako who supports our most at risk students and whanau.</p> <p>We have a RTLB Liaison Officer who supports our most at risk students/whanau.</p> <p>We have a Public Health Nurse who visits us supporting our students health and wellbeing needs.</p> <p>We employ Arahunga staff to support our ORS students.</p> <p>We have a gardener who cares for our environment.</p>	<p>We will be working alongside our consultants (Watershed) -who have been employed by the MoE to go through our next 5YA within our 10YPP. Dayle Franklyn is our lead planner who will be supporting us with our next steps. We will be getting specialist assessments for our plumbing, drainage, roofing and electrical, and then from there make decisions on the projects for the future..</p> <p>Block 2 will get new ceiling tiles and lights in Rooms 7 &amp; 10, and new vertiface into Rooms 7, 8, 9 &amp; 10.</p> <p>We will update Rooms 1 &amp; 2 and Rooms 5 &amp; 6 toilets to be unisex toliets and a breakout space with new sink and lino area.</p> <p>We will investigate the Room 12 toilet issue and resolve this.</p> <p>We will paint road signs and pedestrian crossings onto our new cycle track.</p>

	<p>We have inductions for all new staff.</p> <p>We have orange emergency response processes and procedures on the walls of all environments.</p> <p>We have regular emergency drills/practices (lockdown, earthquake, fire, flood).</p>	<p>We have a librarian who supports the classes and school re resource management.</p>	<p>Trees will be arbourred throughout the year.</p> <p>We will get a school flag.</p> <p>We will hang all the flags of our cultures in our hall.</p>
<b>2023</b>			

## Review of School Improvement Plan and Consultation

<b>2020</b>	<p>This year we consulted with our community, our BoT, our iwi, our staff and students around our new school name that was gifted to us from Rangitane.</p> <p>We consulted with all the above groups this year around our new values and principles.</p> <p>The Leadership Team and Board of Trustees reviewed our 2020 Charter in November updating and improving the content within our Charter. We also analysed and discussed the findings from our Term 4 data reports (Mathematics, Reading &amp; Writing). This knowledge supported us in setting our 2021 targets. This knowledge also drove decision making around our 2021 budget.</p>
<b>2021</b>	<p>We will be consulting with our community, our BoT, our iwi, our staff and students around our new school uniform.</p> <p>We will be consulting with the above groups too around our Localised Curriculum.</p> <p>We will be consulting with our Maori whanau around their children's achievement.</p> <p>The shape of our 2021 School Improvement Plan (Charter) is also being reviewed, and will look different based on the advice and templates from our Ministry of Education Advisor - Christine Mitchalski.</p>
<b>2022</b>	<p>Our Charter will reflect and align with the NELPS (National Education and Learning Priorities) - Learners at the Centre, Barrier Free Access to Education for All, Quality Teaching and Leadership, Future of Learning and Work, and World Class Inclusive Public Education.</p> <p>We will consult with our community using Rongohia te Hau (Kahui Ako) survey.</p>
<b>2023</b>	

# STRATEGIC SECTION

## STRATEGIC GOALS

<b>1 CURRICULUM</b>	<b>2 TEACHING AND LEARNING</b>	<b>3 RELATIONSHIP (Whanaungatanga)</b>	<b>4 WELLBEING</b>
<p>We will develop a curriculum that is highly engaging and motivating, and which promotes learning through our localised curriculum, that celebrates the local Maori history of our area, history of all cultures in our kura, and also the history of Aotearoa so that our students know where they belong, who they are, and how they best learn.</p>	<p>We will have consistent teaching practices across the school that build upon from year to year, and compliment the students learning journey from NE-Year 6. Through our reflection and inquiries we will monitor our teaching practices and make improvements that will support the tamariki's learning goals.</p>	<p>We believe in developing a collaborative, professional learning culture by establishing and maintaining respectful relationships with parents, whanau, school and our wider communities.</p>	<p>We have practices and processes in place that contribute to social and emotional, cultural, economic and environmental wellbeing.</p>

## **STRATEGIC GOAL 1 - CURRICULUM**

*We will develop a curriculum that is highly engaging and motivating, and which promotes learning through our localised curriculum, that celebrates the local Maori history of our area, history of all cultures in our kura, and also the history of Aotearoa so that our students know where they belong, who they are, and how they best learn.*

1.1 Annual targets will be identified, based on analysed data, to improve/accelerate learning.

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 the effect of any interventions will be regularly reviewed and teaching adapted as necessary.

1.3 All teaching and learning will be responsive to student needs. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student engagement and achievement.

1.4 Resources and technologies that support all students will be identified and used to support engagement and improvement.

1.5 Student voice will be captured, as this is an integral part of teaching as inquiry, and will develop further understanding of what and how learners learn and need.

1.6 Learners will be supported in their transitions.

## **STRATEGIC GOAL 2 - TEACHING AND LEARNING (Digital Technology)**

*We will have consistent teaching practices across the school that build upon from year to year, and compliment the students learning journey from NE-Year 6. Through our reflection and inquiries we will monitor our teaching practices and make improvements that will support the tamariki's learning goals.*

**2.1** Students will continue to develop an understanding of the new 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 (All Learning Areas).

**2.3** All members of the school community will develop and understand new skills and knowledge, 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.

**2.6** A curriculum based on local knowledge and understanding, and Aotearoa history will be delivered through the Learning Areas at Te Kura o Wairau.

### **STRATEGIC GOAL 3 - RELATIONSHIPS (Whanaungatanga)**

*We believe in developing a collaborative, professional learning culture by establishing and maintaining respectful relationships with parents, whanau, school and our 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 through any consultation we have.

## **STRATEGIC GOAL 4 - WELLBEING**

*We have practices and processes in place that contribute to social and emotional, cultural, economic and environmental wellbeing.*

- 4.1** We 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** We build and maintain positive relationships and develop meaningful connections between learning areas, key competencies, and our values.
- 4.3** We 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 with particular reference to our area 'Wairau'.

## STRATEGIC GOAL 1 - CURRICULUM

We will develop a curriculum that is highly engaging and motivating, and which promotes learning through our localised curriculum, that celebrates the local Maori history of our area, history of all cultures in our kura, and also the history of Aotearoa so that our students know where they belong, who they are, and how they best learn.

### ANNUAL OBJECTIVE

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

**HIGHLIGHT KEY:**    ACTION COMPLETED 2020 (Standard Practice)    ACTION ONGOING from 2020

CURRICULUM			
STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
<p>1.1 Annual targets will be identified, based on analysed data, to improve/accelerate learning.</p>	<ul style="list-style-type: none"> <li>· <span style="background-color: yellow;">End of 2019/2020/2021/2022/2023 data analysed, and target/priority learners identified.</span></li> <li>· <span style="background-color: yellow;">School targets set and shared with staff.</span></li> <li>· <span style="background-color: #ADD8E6;">Knowledge of target/priority learners shared with teachers, goals set, and interventions put in place.</span></li> <li>· <span style="background-color: yellow;">Budgets to resource interventions.</span></li> <li>· <span style="background-color: yellow;">Teacher Aide timetables established.</span></li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· BOT</li> <li>· SENCO</li> <li>· Teachers</li> </ul>	<ul style="list-style-type: none"> <li>· End of 2019/2020/2021/2022/2023 and Beginning of 2020/2021/2022/2023/2024</li> <li>2020/2021/2022/2023 (Budget)</li> <li>On-going</li> </ul>

	<ul style="list-style-type: none"> <li>· Staff Meetings and Team Meetings to include discussion around 'all learners' progress and 'priority learners' progress.</li> <li>· Senco on full release to work with Arahunga Staff re our ORS students, their teachers and teacher aides.</li> </ul>		
<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. The progress of identified target learners and priority groups and the effect of any interventions will be regularly reviewed and teaching adapted as necessary.</p>	<ul style="list-style-type: none"> <li>· Assessment timetable, including moderation expectations reviewed and shared with staff.</li> <li>· Learning Progressions in Reading, Writing and Mathematics to be unpacked over the year.</li> <li>· Observations and discussions with teachers will focus on how student achievement information is being used to inform teaching and learning.</li> <li>· The targeted assistance and programmes for all identified learners will be regularly reviewed for effectiveness and next steps set.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· SENCO</li> <li>· Teachers</li> </ul>	On-going
<p>1.3 All teaching and learning will be responsive to student needs. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student engagement and achievement.</p>	<ul style="list-style-type: none"> <li>· Monitor and report on how programmes are being differentiated to meet specific needs.</li> <li>· Regular opportunities provided for teachers to share resources, innovative practice and inquiries that have made an impact on achievement.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· SENCO</li> <li>· Teachers</li> </ul>	On-going

<p>1.4 Resources and technologies that support all students will be identified and used to support engagement and improvement.</p>	<ul style="list-style-type: none"> <li>· Advise parents when their children have teacher aide assistance, the nature of the programmes and updates on progress.</li> <li>· Applications for assistance (e.g., RTLB, ICS, CAFS, SWIS, Assistive Technology etc) will be made as needed.</li> <li>· Resources identified as an outcome of inquiry will be provided (budget permitting).</li> <li>· Teacher led, needs based workshops to provide support in implementing the Digital Technology Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· SENCO</li> <li>· Teachers</li> </ul>	<p>On-going</p>
<p>1.5 Student voice will be captured, as this is an integral part of teaching as inquiry, and will develop further understanding of what and how learners learn and need.</p>	<ul style="list-style-type: none"> <li>· Student voice used to inform teaching and learning.</li> <li>· The Student Leadership Team will be encouraged to get student voice from the wider school community to effect change.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> </ul>	<p>On-going</p>
<p>1.6 Learners will be supported in their transitions.</p>	<ul style="list-style-type: none"> <li>· Visits by the SENCO and New Entrant Teacher will be made to any ECE for any learner needing assistance with transition.</li> <li>· Parents of learners with needs will be made aware of the new class ahead of time to ensure a smooth transition.</li> <li>· Learners with needs will be supported in their transitions.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· SENCO</li> </ul>	<p>On-going</p>

## **STRATEGIC GOAL 2 - TEACHING AND LEARNING (Digital Technology)**

We will have consistent teaching practices across the school that build upon from year to year, and compliment the students learning journey from NE-Year 6. Through our reflection and inquiries we will monitor our teaching practices and make improvements that will support the tamariki's learning goals.

### **ANNUAL OBJECTIVE**

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

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
<p>2.1 Students will continue to develop an understanding of the new 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).</p>	<ul style="list-style-type: none"> <li>· The Digital Technology Curriculum will be implemented across the school.</li> <li>· Students will engage in activities where they learn how to design quality, fit-for-purpose digital solutions.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Digital Technology Leader</li> <li>· Teachers</li> <li>· Students</li> </ul>	On-going
<p>2.2 Consistency of learning will be developed across the whole school using a common language (All Learning Areas).</p>	<ul style="list-style-type: none"> <li>· Students will develop skills and knowledge for safe and responsible use of digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> </ul>	On-going
<p>2.3 All members of the school community will develop and understand new skills and knowledge, and embrace new understandings of themselves as learners.</p>	<ul style="list-style-type: none"> <li>· Within budget constraints all classes will be provided with sufficient technology to meet their increased needs.</li> </ul>	<ul style="list-style-type: none"> <li>· BOT</li> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> </ul>	On-going
<p>2.4 Digital technology will be used responsibly.</p>	<ul style="list-style-type: none"> <li>· Common language will be developed and used across the school.</li> <li>· Coding language will be used as per the Digital Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> </ul>	On-going

**2.5** Technology use is accessible and equitable, enhancing authentic, co-constructed learning within and beyond the wider community and school.

- 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.

- Leadership Team
- Teachers

On-going

**2.6** A curriculum based on local knowledge and understanding, and Aotearoa history will be delivered through the Learning Areas at Te Kura o Wairau.

- 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.

- Teachers
- Students

On-going

## STRATEGIC GOAL 3 - RELATIONSHIPS (whanaungatanga)

We believe in developing a collaborative, professional learning culture by establishing and maintaining respectful relationships with parents, whanau, school and our wider communities.

### ANNUAL OBJECTIVE

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

Research findings show 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 (Whanaungatanga)

STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and wellbeing.	<ul style="list-style-type: none"> <li>· 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.</li> <li>· Staff and students will complete Rongohia te Hau/Wellbeing Surveys. Data collected from these</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Well Being Leader</li> <li>· Teachers</li> <li>· BoT</li> <li>· SENCO</li> </ul>	<p>Term 2 &amp; Term 4</p> <p>On-going</p>

	<p>will be used to support staff and student's wellbeing.</p> <ul style="list-style-type: none"> <li>· Experts and Outside Agencies will be used as needed to support staff and student's well-being and learning.</li> </ul>		
<p><b>3.2</b> 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).</p>	<ul style="list-style-type: none"> <li>· Teachers were encouraged/had arranged to visit best practice teachers identified across the school.</li> <li>· Meetings, observations to take place so that learning from each other can take place.</li> <li>· Explicit notes (feedback/feedforward) will be provided to support raising quality teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> </ul>	On-going
<p><b>3.3</b> Parents will be kept well-informed about their child's progress.</p>	<ul style="list-style-type: none"> <li>· 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.</li> <li>· Mid-year and end of year written reports will be in language parents understand.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> </ul>	On-going  Term 2 & 4
<p><b>3.4</b> Community voice will be used through any consultation we have.</p>	<ul style="list-style-type: none"> <li>· Survey parents to get community views.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· BoT</li> </ul>	On-going  Term 3

## **STRATEGIC GOAL 4 - WELLBEING**

We have practices and processes in place that contribute to social and emotional, cultural, economic and environmental wellbeing.

### **ANNUAL OBJECTIVE**

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

**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 We 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.</p>	<ul style="list-style-type: none"> <li>· 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.</li> <li>· Learning contexts will enable students to retain, interpret and express their arts, history, heritage and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> <li>· Whanau</li> </ul>	On-going
<p>4.2 We build and maintain positive relationships and develop meaningful connections between learning areas, key competencies, and our values.</p>	<ul style="list-style-type: none"> <li>· The big idea for 2020/2021/2022 is 'Our Local Maori History'.</li> <li>· Opportunities will be provided for all students to learn, understand and develop knowledge about Rangitane and their own Iwi. These opportunities will build and maintain positive relationships with others and themselves.</li> <li>· Opportunities will be provided for all teachers to strengthen their understanding 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.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> <li>· Whanau</li> </ul>	On-going
<p>4.3 We 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.</p>	<p>Opportunities will be provided for students to...</p> <ul style="list-style-type: none"> <li>· develop as questioning and informed consumers who learn to manage resources effectively.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> </ul>	On-going

	<ul style="list-style-type: none"> <li>· build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions.</li> <li>· develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things.</li> <li>· learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.</li> </ul>		
<p><b>4.4</b> Students will develop a sense of responsibility in addressing environmental issues with particular reference to our area 'Wairau'.</p>	<p>Through participation and action as individuals, or members of groups, and using authentic learning contexts students will explore ways of...</p> <ul style="list-style-type: none"> <li>· gaining knowledge of the natural resources of New Zealand</li> <li>· understanding the environment and the impact of people on it (cause and effect)</li> <li>· sharing attitudes and values that reflect feelings of concern for the environment.</li> <li>· taking action to ensure the well-being of their own environment and that of future generations.</li> </ul>	<ul style="list-style-type: none"> <li>· Leadership Team</li> <li>· Teachers</li> <li>· Students</li> <li>· Whanau</li> </ul>	<p>On-going</p>

**This Charter was ratified by the Te Kura o Wairau Board of Trustees on 30th March 2022**