

OREWA PRIMARY SCHOOL

CHARTER 2021

TE TUTOHINGA O OREWA KURA



“Where Everybody Is Somebody” “He Tangata Ia Tangata”

CONTENTS / RIPIANGA IHIRANGI

STRATEGIC PLAN (2021 – 2023)

- **GUIDING PRINCIPLES / KAUPAPA** Page 3
 - **GRADUATE LEARNER / ĀKONGA PROFILE** Page 4
 - **NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)** Page 5
 - **CULTURAL DIVERSITY AND MĀORI DIMENSION** Page 6
- Pages 7 - 8

ANNUAL PLAN / MAHERE TAU

- **REVIEW AND DEVELOPMENT PLAN 2021** Pages 9 - 13
- **STRATEGIC AIM 1** Pages 14 - 19
- **STRATEGIC AIM 2** Pages 20 - 22
- **STRATEGIC AIM 3** Pages 23 - 24
- **STRATEGIC AIM 4** Pages 25 - 26
- **STRATEGIC AIM 5** Pages 27 - 28

RATIFICATION

Page 29

STRATEGIC PLAN FOR 2021 - 2023



Who we are
Ko wai hoki



What we want
He aha ta tatou e hiahia ana



What we want for our future
*He aha ta tatou e hiahia ana
mo a meake nei*



What is important to us
He mea nui kia tatou

STRATEGIC GOALS / WHĀINGA RAUTAKI

<p>1</p> <p>Curriculum</p> <p><i>Marau Mātauranga</i></p> <p>Design and deliver a future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners / ākonga.</p>	<p>2</p> <p>Teaching, Learning, Assessment and Pedagogy</p> <p><i>Ako</i></p> <p>Provide teaching and learning that is reciprocal where knowledge and understandings grow out of shared learning experiences and teacher practice is both deliberate and reflective, informed by the latest research.</p>	<p>3</p> <p>Relationships</p> <p><i>Whanaungatanga</i></p> <p>With the belief that relationships are at the heart of a community, we will provide shared experiences and work together to give people a sense of connectedness and belonging.</p>	<p>4</p> <p>Wellbeing</p> <p><i>Hauora</i></p> <p>To ensure every learner/ākonga has a safe, healthy and supportive learning environment, where they are accepted and respected, and their identity, language and culture, and those of their family and whanau are valued.</p>	<p>5</p> <p>Leadership</p> <p><i>Te Kaiarahi</i></p> <p>To assure the quality of teaching and learning into the future, opportunities are provided for those aspiring to become leaders.</p>
--	---	---	---	--

GUIDING PRINCIPLES / KAUPAPA

At Orewa Primary School the Board of Trustees along with the Principal and staff are committed to...

- providing a welcoming and inclusive environment for all learners / ākongā and their whānau to our school community.
- providing a caring environment that is emotionally, socially and physically safe for all.
- celebrating New Zealand's growing cultural diversity and striving to ensure that all learners/ākongā feel culturally safe and valued.
- creating an environment where all learners / ākongā are empowered to participate in all activities and achieve against the key competencies and learning areas of The New Zealand Curriculum.
- fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated.
- delivering a curriculum that...
 - acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.
 - acknowledges Te Tiriti o Waitangi and the bi-cultural heritage of New Zealand.
 - provides all learners /ākongā with the opportunity to acquire and develop knowledge of Te Reo Māori me ōna tikanga.
 - enables all learners/ākongā to become active, confident, creative and innovative learners and thinkers and effective users of communication tools.
 - inspires and empowers learners/ākongā through discovery, uses experiential learning, inquiry learning and real world opportunities to foster lifelong learners.
 - encourages risk-taking, develops growth mind-sets, and meets increasingly difficult challenges to develop and build self-confidence.
- developing a community of learners where teachers, students and whānau work in partnership.
- fostering students' appreciation of the resources in our local environment and problem-solving ways of protecting them for future generations.

GRADUATE LEARNER / ĀKONGA PROFILE



NATIONAL EDUCATION AND LEARNING PRIORITIES (NELPS)

LEARNERS AT THE CENTRE

With learners/ākonga and their whānau at the centre of education, we will...

1. ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. have high aspirations for every learner/ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

BARRIER-FREE ACCESS

In providing the best education opportunities and outcomes are within reach for every learner/ākonga we will...

1. reduce barriers to education for all, including Māori and Pasifika learners/ākonga, disabled learners/ākonga and those with learning support needs.
2. ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

QUALITY TEACHING AND LEADERSHIP

In the knowledge that quality teaching and leadership make the difference for learners/ākonga and their whanau, we will...

1. meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
2. develop staff to strengthen teaching, leadership and learner support capability.

CULTURAL DIVERSITY AND MĀORI DIMENSION

Orewa Primary School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

In recognising the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori as an official New Zealand language, we will...

- be guided by the principles of Te Tiriti o Waitangi in our relationships and interactions with the Māori community.
- acknowledge and respect the values, traditions and history of Māori, observing cultural sensitivity to Tikanga Māori.
- provide instruction to ensure that all learners/ākonga have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places).

In reflecting the cultural diversity in New Zealand we will...

- respect the place of the Pasifika people and culture in New Zealand and foster it through integrating Pasifika into curriculum areas.
- encourage students to understand and respect the many different cultures that make up New Zealand society.

We will deliver a curriculum that...

- affirms students' different cultural identities.
- incorporates students' cultural contexts into teaching and learning programmes.
- responds to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students.
- helps students understand and respect diverse viewpoints, values, customs, and languages.
- provides opportunities for parents of different cultural origins to share their valued knowledge and expertise at the school as vital components of student learning.

To reduce barriers to education and achieve equitable outcomes for Maori and Pasifika ākonga we will:

- identify learners/ākonga who are at risk of not achieving or have learning needs so that programmes and resources can be targeted for individual needs.
- work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.

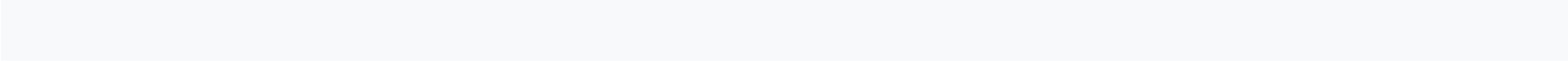
In addition, we will...

- seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- consult with the community in order to seek their views and advice on the programmes offered at Orewa Primary School.
- follow the school wide implementation plan on Te Reo and tikanga Māori and use appropriate resources to support these programmes.

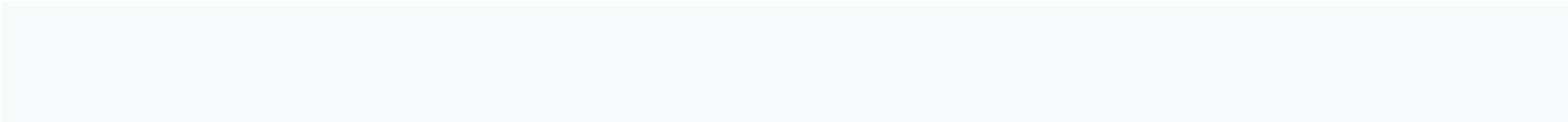
- continually strive to improve our knowledge and understanding of the languages, cultures, and identities of students who come to our school.
- celebrate and participate in events that are important to the cultural communities of our school, providing opportunities for parents of different cultural origins to share their valued knowledge and expertise at the school as vital components of ākonga learning.
- provide opportunities for all ākonga to visit the local marae, experience a powhiri and to belong to the Kapa Haka group.

If parents request full-time instruction in Te Reo for their children...

Any such request will be given full and careful consideration by the Board of Trustees with regard to personnel with the prerequisite skills and qualifications, resources and availability of accommodating this within the school.



ANNUAL PLAN MAHERE TAU



REVIEW AND DEVELOPMENT PLAN 2021

LOCAL CURRICULUM REVIEW/TE AROTAKE I TE MARAUTANGA O TE ROHE

WHY? / NA TE AHA?

To deliver a curriculum that is a living document, is representative of our community and is underpinned by equity and excellence and the values and key competencies essential for life-long learning.

HOW? / INAIANEI?

Through conversations, surveys, professional development, PLGs, professional readings, experts. TODs, team/staff meetings etc...

- Revisit our school vision – is it still relevant?
- Develop depth of knowledge of curriculum level expectations
- Is our learning rich and meaningful and responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their families?
- Is Te Tiriti o Waitangi being integrated into classroom learning across the school? How are we recognising the history?
- Are we helping learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners?
- Are we ensuring all of the learning areas are being covered?
- Do we collectively have an in-depth knowledge of the level expectations and learning progressions so our OTJs are reliable and trustworthy?
- Do we have a clear focus on what supports the progress of all learners?
- Is our common language (learning traits) being developed across the school and used successfully as a framework for planning and reporting?
- Are we making the most of the resources on our doorstep - are they embedded in our curriculum?
- Does our graduate profile reflect what we want our students to achieve?

WHAT? / HE AHA?

Our curriculum shows...

- what our collective community want our students to learn and how it is designed to achieve this.
- that learning is personalised and inclusive to take into account the students' aspirations, interests, identity, language, and culture.
- the long view is taken: each student's ultimate learning success is more important than the covering of particular achievement objectives.

and our teachers...

- have a depth of curriculum knowledge and their pedagogy is continuing to develop.

ASSESSMENT FOR LEARNING / TE AROMATAWAI MO TE AKO

WHY? / NA TE AHA?

Assessment for learning has been defined as the process of interpreting evidence to decide where learners are in their learning, where they need to go and how best to get there. When assessment for learning is well established in a classroom, students are actively involved in their learning, able to judge the success of their work and to take responsibility for their own progress.

HOW? / INAIANEI?

Survey for understanding of AFL, and develop a plan using best practice teachers across the school, workshops, experts to develop consistency across the school. Points to consider...

- Reviewing and establishing a shared understanding of AFL.
- What makes a growth focused learning intention that meets the diverse range of learners?
- How is success criteria and plenary effectively incorporated to ensure next steps are focused on?
- Is our feedback to students timely and based on rich questioning, leading them to develop alternate solutions?
- Are clear models being provided to help students to know and recognise the standards that they are aiming for and what they have to achieve in order to progress?
- Are we demonstrating high expectations that make it obvious to learners that they believe that they can improve on their past performance?
- What makes an effective Seesaw post?

WHAT? / HE AHA?

Assessment for learning is being used consistently across the school to...

- drive instruction
- drive learning
- inform students of their progress
- inform teaching practice
- promote a growth mindset

When the learner understands the main purpose of their learning and what they are aiming for, he/she is more likely to grasp what they need to do to achieve it.

MANAGEMENT QUESTIONS / NGA PAATAI WHAKAHAERE

- How well does effective “of the moment” assessment for learning underpin teaching and learning in our school?
- How sure are we that all the assessments we carry out in our school are being used to support teaching and learning?
- How well can we locate a student’s performance across the breadth of the curriculum and along a continuum of curriculum levels?

- In what ways do we involve our students in the assessment process?
- Are we confident in our understanding of the progress and achievement of our students across the curriculum?
- How confident are we that we administer assessment tools accurately so the results are reliable? What are our checks on this?
- How sure are we that the moderation processes used in our school are effective?
- How confidently are our teachers able to analyse assessment data?
- How confident are we about the quality of teacher judgments across our school?
- Can all our students answer the following questions? – What are you learning? – Why are you learning it? – How well are you doing? – Where do you need to go next?

CULTURAL COMPETENCE / TE MAATAURANGA AHUREA

Cultural competence requires an awareness of cultural diversity and the ability to function effectively and respectfully when working with people of different cultural backgrounds. Cultural competence means a teacher has the awareness, knowledge and skills necessary to recognise diverse worldviews.

We will continue to develop the following Culturally Responsive Pedagogies...

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whanaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for our own learning and that of Māori learners.

DIGITAL FLUENCY / MAHENI MATIHIKO

With the knowledge that digital fluency is about understanding how to use digital technologies, deciding when to use specific digital technologies to achieve a desired outcome, and being able to explain why the technologies selected will provide their desired outcome we will continue to develop...

- **digital capabilities** – being digitally adept and innovative; able to confidently choose and use digital tools to learn, create, and share
- **digital principles** – demonstrating values when working digitally; being an ethical, respectful, and responsible digital citizen.
- **digital literacies** – being discerning and critical; able to locate, understand, organise, evaluate, and adapt digital content.

With a shared understanding of what it means to be digitally fluent we will continue to develop...

digital, or technical, proficiency:

- able to understand, make judgements about, select and use appropriate technologies and technological systems for different purposes; this might include knowing how to use technologies to protect one's data, digital identity, and device security.

digital literacy:

- in digital spaces, being able to read, create, critique and make judgements about the accuracy and worth of information being accessed;
- being fluent in critical thinking and problem-solving online;
- Use digital tools to collaborate and construct information across all relevant and significant contexts

social competence, or dispositional knowledge:

- the ability to be able to relate to others and communicate with them effectively;
- able to manage one's identity, information, relationships in ways that are appropriate, responsible, safe and sustainable.

Questions to consider

1. What might digital fluency look like in the context of our learners' curriculum experiences now? What does our community want all learners to aspire to be able to do when they leave?
2. How is digital fluency learning opportunities aligned to our values and principles?
3. How might we deliberately teach the skills and competencies to navigate online spaces successfully in the context of student-led learning?
4. To what extent are learning areas explored in ways that invite higher-order engagement, problem-solving and authentic use of technologies? Are students doing more than searching for information? Are they applying it in ways that are real and connected to the world around us?

STRATEGIC AIM ONE – CURRICULUM / TE MARAUTANGA

Design and develop a future focused and inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners/ākonga.

ANNUAL OBJECTIVE / HE WHAKATAKI I TE TAU

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

STRATEGIC AIM ONE – BASELINE DATA AND TARGETS

READING / PANUI

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2020 showed...

- 89.8 % of all learners/ākonga met or exceeded age appropriate curriculum level expectations in Reading.
- 92.3 % of Maori ākonga met or exceeded age appropriate curriculum level expectations.
- 92.3% of Pasifika met or exceeded age appropriate curriculum level expectations.
- 94.3% Year 6 learners/ākonga met or exceeded age appropriate curriculum level expectations.
- 86.95% Year 2 learners/ākonga met or exceeded age appropriate curriculum level expectations.
- 43% (12 out of 28) of learners/ākonga identified as not yet meeting the age appropriate level at the end of 2019 have now achieved at the expected level.

TARGETS – 2021

- To improve on the 2020 achievement of 89.8% of all learners /ākonga to meet or exceed the age appropriate curriculum level.
- To maintain the 2020 achievement of 92.3% of Māori ākonga meeting or exceeding the age appropriate curriculum level.
- To maintain the 2020 achievement of 92.3% of Pasifika to meet or exceed the age appropriate curriculum level.
- All learners/ākonga identified as not yet meeting the age appropriate curriculum level at the end of 2020 will have made at least a year's progress in Reading by the end of 2021 with at least 16% (6 out of 37) making accelerated progress to achieve age appropriate curriculum level expectation.

STRATEGIC AIM ONE – BASELINE DATA AND TARGETS

WRITING / TUHITUHI

BASELINE DATA

Analysis of the school-wide data in Writing at the end of 2020 showed...

- 86 % of all learners/ākonga met or exceeded age appropriate curriculum level expectations in Writing.
- 85% of Maori ākonga met or exceeded age appropriate curriculum level expectations.
- 69.2% (9 out of 13) Pasifika met or exceeded age appropriate curriculum level expectations.
- 82% of all male learners/ākonga met or exceeded age appropriate curriculum level expectations.
- 75.4% of Year 5 learners/ākonga met or exceeded age appropriate curriculum level expectations.
- Learners/ākonga identified as not yet meeting the age appropriate curriculum level expectations at the end of 2019 all made progress towards their individual targets in Writing with 30% (13 out of 43) making accelerated progress to achieve age appropriate curriculum levels.

TARGETS - 2021

- To maintain or better the 2020 achievement of 86% of all learners/ākonga to meet or exceed the age appropriate curriculum level expectation.
- To better the 2020 achievement of 85% of Maori ākonga to meet or exceed age appropriate curriculum level expectation.
- To shift the 2020 achievement of 69.2% (9 out of 13) Pasifika meeting or exceeding age appropriate curriculum level expectation to at least 85%.
- To shift the 2020 achievement of 82% male learners/ākonga meeting or exceeding the age appropriate curriculum level in Writing so at least 87% attain or exceed age appropriate curriculum level.
- To shift the 2020 achievement of 75.4% (49 out of 65) Year 5 learners/ākonga meeting or exceeding age appropriate curriculum level expectation to at least 85%.
- All learners/ākonga identified as not yet meeting the age appropriate curriculum level at the end of 2020 will have made at least a year's progress in Writing by the end of 2021 with at least 14% (7 out of 49) making accelerated progress to achieve age appropriate curriculum level expectation.

STRATEGIC AIM ONE – BASELINE DATA AND TARGETS

MATHEMATICS / PĀNGARAU

BASELINE DATA

*Analysis of the school-wide data in **Mathematics** at the end of 2020 showed...*

- 92% of all learners/ākonga met or exceeded age appropriate curriculum level expectations in Mathematics.
- 88.5 % of Māori ākonga met or exceeded age appropriate curriculum level expectations.
- 77% (10 out of 13) of Pasifika met or exceeded age appropriate curriculum level expectations in Mathematics.
- 84.4 % of Year 4 learners/ākonga met or exceeded age appropriate curriculum level expectations.
- 86.2% of Year 5 learners/ākonga met or exceeded age appropriate curriculum level expectations.
- Learners/ākonga identified as not yet meeting the age appropriate curriculum level expectations at the end of 2019 made progress towards their individual targets in Mathematics with 45% (17 out of 38) making accelerated progress to achieve age appropriate curriculum level.

TARGETS - 2021

- To maintain or better the 2020 achievement of 92% of all learners/ākonga to meet or exceed age appropriate curriculum level in Mathematics.
- To maintain or better the 2020 achievement of 88.5% of Māori ākonga to meet or exceed age appropriate curriculum level expectation.
- To shift the 2020 achievement of 77% (10 out of 13) of Pasifika to meet or exceed age appropriate curriculum level expectation to at least 85%.
- To shift the 2020 achievement of Year 4 and Year 5 cohorts meeting or exceeding age appropriate curriculum level expectation to at least 90%.
- All learners/ākonga identified as not yet meeting the age appropriate curriculum level at the end of 2020 will have made at least a year's progress in Mathematics by the end of 2021 with at least 14% (7 out of 49) making accelerated progress to achieve age appropriate curriculum level expectation.

STRATEGIC AIM ONE - CURRICULUM / MARAU MĀTAURANGA

STRATEGIC INTENTIONS	ACTIONS / NGA HOHENGANGA	WHO	WHEN
1.1 Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.	<ul style="list-style-type: none"> End of 2020 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 and programmes established. GATE learners identified for extension programmes. Release of teachers to implement interventions – Reading Recovery, extension Maths, Quick 60. Kahui Ako in-school teachers released weekly and as needed to support teachers and pursue inquiries to effect improvement in teaching practice. Team Meetings to include discussion around priority learners'/ākonga progress. TIC ORS released to work with ORS and ICS students, their teachers and teacher aides. Kahui Ako learning needs register regularly updated. ESOL funding applications IEP timetable established. 	<ul style="list-style-type: none"> Management Team Teachers Board SENCO/TIC ORS/Teachers/Teacher Aides In-school Kahui Ako Leaders Team Leaders TIC ORS SENCO TIC ORS/SENCO 	<ul style="list-style-type: none"> End of 2020 / Beginning of 2021 2021 (Budget) Term 1 On-going <div style="text-align: center; margin-top: 10px;"> </div>
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.	<ul style="list-style-type: none"> Assessment timetable, including moderation expectations reviewed and shared with staff. Regular moderation of Writing. Professional Readings and resources shared. Observations and discussions with teachers will focus on how student achievement information / student voice is being used to inform teaching and learning. The targeted assistance and programmes for all identified learners'/ākonga will be regularly reviewed for effectiveness and next steps set. Standardised testing to validate teachers OTJs. 	<ul style="list-style-type: none"> Management / Team Leaders Staff at Team Meetings. Team leaders /Management SENCO/TIC ORS Teachers / Management 	<ul style="list-style-type: none"> On-going <div style="text-align: center; margin-top: 10px;"> </div>

<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.</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. • Teacher only days focused on local curriculum, AFL, Cultural Competence and Digital Fluency. • Teacher Aide Professional Development. 	<ul style="list-style-type: none"> • Team leaders/ Management /ORS Teacher • Teachers • Teachers • Teacher Aides 	<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.</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, Assistive Tech) will be made as needed. • Resources identified as an outcome of inquiry will be provided (budget permitting). • Needs based workshops PD to provide support in implementing the programmes for a diverse range of learners/ākonga. 	<ul style="list-style-type: none"> • SENCO / Teachers • SENCO / TIC ORS • Teachers /Management • TIC ICT / CoL In-school leaders / Teachers 	<p>On-going</p> 
<p>1.5 Sharing expertise and best practice through participation in collaborative and connected learning communities.</p>	<ul style="list-style-type: none"> • In school Kahui Ako teachers will use weekly release blocks to support teachers to develop inquiries. • In school Kahui Ako teachers will meet fortnightly with the wider cluster community and follow up with school community. • Teachers will organise colleague visits both in school and across schools. • Take advantage of PD offered through the Kahui Ako related to improving teacher capability and accelerating student progress. • Contribute to data collection as required by the Kahui Ako e.g. Kahui Ako wide register of Learning Needs, surveys. 	<ul style="list-style-type: none"> • In-school Kahui Ako Leaders • Teachers with Team Leaders • Kahui Ako in-school leaders • SENCO / TIC ORS / In-school Kahui Ako teachers 	<p>On-going</p> 

<p>1.6 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 gather information about the values, opinions, beliefs, perspectives, and cultural backgrounds of individual learners/ākonga and groups of learners/ākonga and to use instructional approaches and techniques that are based on learner/ākonga choices, interests, passions and ambitions. 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga 	<p>On-going</p> 
<p>1.7 Learners/ākonga will be supported in their transitions (developing adaptive capability).</p>	<ul style="list-style-type: none"> • Visits by the class teacher, SENCO and Teacher Aide will be made to the ECE for any learner/ākonga needing assistance with transition. • Parents of learners/ākonga with needs will be made aware of the new class well ahead of time to ensure a smooth transition. • Learners/ākonga with needs, including any leaving the school, will be supported in their transitions. 	<ul style="list-style-type: none"> • Teachers • SENCO/TIC ORS 	<p>On-going</p> 
<p>1.8 “Success for all” is individualised and holistic.</p>	<ul style="list-style-type: none"> • The commonality for success is built on the understanding that relationships are crucial and targets are realistic and come from an in-depth knowledge of the child. Programmes are differentiated to ensure equity for success. 	<ul style="list-style-type: none"> • Teachers/ teacher aides / ākonga/whanau 	<p>On-going</p>

STRATEGIC AIM TWO – TEACHING, LEARNING, ASSESSMENT AND PEDAGOGY / AKO

Teaching and learning is reciprocal where knowledge and understandings grow out of shared learning experiences and teacher practice is both deliberate and reflective, informed by the latest research.

ANNUAL OBJECTIVE / HE WHAKATAKI I TE TAU

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

BASELINE DATA:

“There are significant benefits for students when they have a say in what they learn, how they learn, and what help they need. Hargreaves (2004) notes that where their voice is sought and heard students are more likely to have enhanced learning partnerships with teachers, be more motivated to learn, think more deeply, and understand and develop their skills as learners. In other words, they take more responsibility for themselves as learners.

Teachers who engage with their students in this 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. Assistive technology is opening up a world of learning for those students with learning needs.

Digital Fluency remains an essential skill development for all teachers, highlighted further by the home schooling during lockdowns in 2020.

TEACHING, LEARNING, ASSESSMENT AND PEDAGOGY / AKO

STRATEGIC INTENTIONS	ACTIONS / NGA HOHENGANGA	WHO	WHEN
2.1 Teachers engage with learners/ākonga to enable understanding and application of knowledge, concepts and processes.	<ul style="list-style-type: none"> • Teachers and learners/ākonga will engage in activities where they learn how to design quality, fit-for-purpose non-digital and digital solutions. • Teachers must be conversant with contemporary pedagogical approaches to ensure effective learning experiences that best support the learning outcome and reflect diversity including the learners/ākonga... <ul style="list-style-type: none"> - identity, language and cultures - physical, emotional and cognitive capabilities - background experiences. 	<ul style="list-style-type: none"> • Teachers • Learners /Ākonga 	On-going 
2.2 Teachers and learners/ākonga involved in design, content, choice, delivery, assessment and reflection.	<ul style="list-style-type: none"> • Learners/ākonga choose issues for action so there is meaning and relevance for them. Issues will emerge out of the context of the topic studied. • On-going formative assessment (AFL) to be used to monitor individual achievement, with learning activities modified accordingly. • Teachers and learners/ākonga will work together to assess achievement to identify the next steps for learning. • AFL key focus for staff development in 2021. 	<ul style="list-style-type: none"> • Teachers • Learners /ākonga 	On-going 
2.3 Learners/ākonga transform into active constructors of their own and others' knowledge.	<ul style="list-style-type: none"> • Working individually and collaboratively, teachers and learners/ākonga 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. • Research and professional readings at team and staff meetings. 	<ul style="list-style-type: none"> • Teachers • Learners/ ākonga 	On-going 
2.4 Digital technology will be used responsibly.	<ul style="list-style-type: none"> • Learners/ākonga will develop skills and knowledge for safe and responsible use of digital technology. 	<ul style="list-style-type: none"> • Teachers • Learners 	On-going

<p>2.5 By developing an understanding of computer science principles that underlie all digital technologies, the learning of programming concepts will empower learners/ākonga to become creators of digital technology, not just users (Computational Thinking for Digital Technologies).</p>	<ul style="list-style-type: none"> • Learners/ākonga will use Computational Thinking as a process to solve problems or complete tasks, leading them to work out what to tell a computer to do. 	<ul style="list-style-type: none"> • /ākonga • Teachers • Learners/ākonga 	<p>On-going</p> 
<p>2.6 All members of the school community will continue to develop new skills and embrace new understandings of themselves as learners.</p>	<ul style="list-style-type: none"> • PD • Sharing of resources/inquiries • Research and professional readings at team and staff meetings • Kahui Ako leader roles • Increasing teacher capability in varying roles. • Incredible Years 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga 	<p>On-going</p> 
<p>2.7 Technology use enhances authentic, co-constructed learning within and beyond the school community and networks work in partnership to reflect and plan.</p>	<ul style="list-style-type: none"> • Team planning and sharing. • Connecting with wider community groups. 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga • Wider community 	<p>On-going</p> 

STRATEGIC AIM THREE – RELATIONSHIPS / WHANAUNGATANGA

Families and schools work together as partners in the education and well-being of children.

ANNUAL OBJECTIVE / HE WHAKATAKI I TE TAU

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.

COVID 19 and lockdown enabled us to further develop relationships in working together to best meet the educational and well-being needs of children.

Relationships continue to be strengthened across our local cluster of schools through our Kahui Ako and Asian Language Learning in Schools (ALLiS) Programme. Teachers share best practice and network to effect improvement.

RELATIONSHIPS / WHANAUNGATANGA			
STRATEGIC INTENTIONS	ACTIONS / NGA HOHENGANGA	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"> Information evenings / class letters/ Seesaw posts will focus on giving parents information about the programmes and how they can help their child at school. Within budget constraints parents will be supported financially to assist with the cost of assessment if the school requires further information to assist a child. A partnership programme, using experts and funded by the school and parents, will focus on Feuerstein, Auditory Processing and Social Skills. Agencies will be used as needed to support students well-being and learning. 	<ul style="list-style-type: none"> Teachers Parents Principal / Board BoostEd SENCO Principal / DP 	On-going 

<p>3.2 Schools will learn from each other how best to raise the quality of teaching and learning.</p>	<ul style="list-style-type: none"> • Teachers encouraged to visit best practice teachers identified across the Kahui Ako. • In-school teachers' participation in Kahui Ako Meetings to learn from each other. • Participation in PLG's. 	<ul style="list-style-type: none"> • Kahui Ako • Teachers 	<p>On-going</p> 
<p>3.3 Build and maintain positive relationships and make meaningful connections between learning areas, key competencies, and values.</p>	<ul style="list-style-type: none"> • Teachers to promote our core value of 'manaakitanga' – respect and care. • A connected curriculum making use of the natural connections that exist between learning areas and that link learning areas to the key values, learning traits and key competencies will be delivered. • Social skills programmes / counselling will be provided for learners /ākonga to develop skills for building and maintaining positive relationships with others. • Teachers continue to embed understandings about learners /ākonga agency in making and taking accountability for their own choices so they can actively contribute to school life and their education programme. 	<ul style="list-style-type: none"> • Teachers 	<p>On-going</p> 
<p>3.4 Parents will be kept well-informed about their child's progress.</p>	<ul style="list-style-type: none"> • Reporting, formally and informally as the needs arises, and the use of Seesaw across the school 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. • Staff development on effective learning intentions, success criteria etc. • Mid-year and end of year written reports will be in language parents understand. 	<ul style="list-style-type: none"> • Teachers 	<p>On-going</p> 
<p>3.5 Community voice will be used for consultation on relevant matters.</p>	<ul style="list-style-type: none"> • Surveys as necessary to get community views. • PE / Health survey this year • Hui – different format to be considered. 	<ul style="list-style-type: none"> • Management / Board 	<p>As needed</p>
<p>3.6 Learners/ākonga will learn about key areas that support positive relationships.</p>	<ul style="list-style-type: none"> • Areas for learning to include – respectful relationships, how to keep safe, including online, how to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> • 	<p>On-going</p> 

STRATEGIC AIM FOUR – WELLBEING / HAUORA

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

ANNUAL OBJECTIVE / HE WHAKATAKI I TE TAU

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 wellbeing 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.

To assist with the effects of COVID we have provided counselling for those most vulnerable students.

A social skills group has been held weekly to help build and maintain positive relationships.

WELLBEING / HAUORA

STRATEGIC INTENTIONS	ACTIONS / NGA HOHENGANGA	WHO	WHEN
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.	<ul style="list-style-type: none"> • Opportunities will be provided for all learners/ākonga to participate in creative and cultural activities and develop a sense of belonging through participation and action as individuals, or members of groups e.g. Matariki, Chinese New Year etc. • Celebration of the diverse cultures within our school community. • Learning contexts will enable students to retain, interpret and express their arts, history, heritage and traditions. • Develop knowledge of the history of New Zealand – explore Aotearoa New Zealand's Histories in the New Zealand Curriculum. 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga • Families • Management /Teachers 	On-going 
4.2 To provide programmes that contribute to developing learners/ākonga 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.	Opportunities will be provided for learners/ākonga to... <ul style="list-style-type: none"> • develop as questioning and informed consumers who learn to manage resources effectively. • develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. • develop a 'can-do' attitude and the drive to make ideas happen – persistence, resilience, growth mind-set. 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga 	On-going 
4.4 Students will develop a sense of responsibility in addressing environmental issues.	<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. • ways to take action to ensure the well-being of their own environment and that of future generations. 	<ul style="list-style-type: none"> • Teachers • Learners/ākonga 	On-going 

STRATEGIC AIM FIVE – LEADERSHIP / TE KAIARAHI

To assure the quality of teaching and learning into the future, opportunities are provided for those aspiring to become leaders.

ANNUAL OBJECTIVE / HE WHAKATAKI I TE TAU

To provide opportunities for leadership in a range of different contexts.

BASELINE DATA

At Orewa Primary School teachers/students are encouraged to lead in areas of personal strength. By developing leadership opportunities across the school, teachers have the opportunity to grow themselves as leaders.

‘Planning for succession can best be initiated by distributing leadership responsibilities and roles throughout the school community to assess specific skills and dispositions’ Hall (2008).

Effective learning happens when the teachers responsible for it work together to share their knowledge and inquire into their practice. Leadership attends to the conditions and practices that are needed for this to occur, enhancing a strong sense of an engaging, active, and achieving a community that sees itself involved in ongoing learning, innovation and improvement for the benefit of each and all of its learners.

With the belief that leadership is most effective when it’s distributed among a team of individuals with different skillsets and experiences who have a shared mission to grow and sustain a school-wide culture of learning and improved outcomes for students, teachers are encouraged to pursue their areas of interest and expertise.

LEADERSHIP / TE KAIARAHI			
STRATEGIC INTENTIONS	ACTIONS / NGA HOHENGANGA	WHO	WHEN
5.1 To build collective strength by growing knowledge and skills.	<ul style="list-style-type: none"> TIC ORS provides weekly meetings and PD for Teacher Aides. SENCO/TIC ORS involved in Learner Support Cluster. Management meetings/staff meetings/team meetings. PD 	<ul style="list-style-type: none"> TIC ORS SENCO Teachers Team Leaders Teacher Aides 	On-going ↓
5.2 Leaders show leadership and collaboration in the implementation of current, appropriate pedagogy.	<ul style="list-style-type: none"> Senior management participate, and lead, in all PD Professional Readings on best current practice is shared with teams for discussion. Curriculum / resource leadership. 	<ul style="list-style-type: none"> Teachers Management 	On-going ↓
5.3 To provide leadership opportunities within the school.	<ul style="list-style-type: none"> Student Leadership Team Sports Captains / Vice-Captains Admin duties Road Patrol Library Monitors Looking after new students Travel-wise Assembly presenters Lunchtime and after school activities. 	<ul style="list-style-type: none"> Students Teachers 	Terms 1-4 ↓
5.4 PLD opportunities support and grow an effective and collaborative lead team including leaders across school.	<ul style="list-style-type: none"> ALL – Writing Team Te Reo / Māori tikanga Across School development 	<ul style="list-style-type: none"> Year 3/4 teachers TIC Māori 	Terms 1 & 2
5.5 Leadership continue to build capacity for effective evaluation practices raising student achievement.	<ul style="list-style-type: none"> Team Leaders / Kahui Ako In-School Teachers are given weekly release blocks to carry out school wide responsibilities. Priorities Kahui Ako in school teachers share practices Across School and in school positions advertised for the start of Term 2. 	<ul style="list-style-type: none"> Kahui Ako in – school leaders Senior leadership 	On-going ↓

This Charter was ratified by the Orewa Primary School
Board of Trustees on 25th February 2021.