



School Charter
Strategic and Annual Plan for
Freyberg Community School
2020 - 2023

Principal's endorsement: Maria Dopheide 	Date: 03/02/21
Board of Trustees' endorsement: Bevan Weir 	Date: 03/02/21
Submission due to MOE:	1 March 2021

Freyberg Community School 2021
Introductory Section - Strategic Intentions

Mission Statement	To be an agent and provider of lifelong learning, primarily for the children attending the school but also for the community at large.
Vision	<ul style="list-style-type: none"> - To promote an active partnership with the community in providing educational, cultural, recreational and social learning opportunities - To ensure the day school remains the hub around which the community school continues to develop - To provide a friendly, positive, supportive, caring environment, that encourages the involvement of caregivers - To recognise and respect the rights of both children and adults - To encourage and guide children in taking responsibility for their own actions - To enhance learning outcomes by providing a broad curriculum with a particular focus on literacy and numeracy in the first 4 years of school
Values	<p>Creativity - Auahutanga: “We explore different ways of doing things and learn from our mistakes”.</p> <ul style="list-style-type: none"> - Over time and with guidance and encouragement, our learners will become increasingly able to use novel ways to do or think about things through exploring, learning from failure, insight and vision. <p>Optimism - Ngākau rorotu: “We have positive attitudes and growth mindsets”.</p> <ul style="list-style-type: none"> - Over time and with guidance and encouragement, our learners will become increasingly able to adopt positive and optimistic expectations for self and life. <p>Resilience - Aumangea: “We work hard to solve problems when we meet them”.</p> <ul style="list-style-type: none"> - Over time and with guidance and encouragement, our learners will become increasingly able to use effective strategies for regulating temper, anger or irritation in the face of frustrations and display effectiveness in being able to calmly solve problems. <p>Empathy - Aroha: “We are kind and caring to others and to our environment”.</p> <ul style="list-style-type: none"> - Over time and with guidance and encouragement, our learners will become increasingly able to display kindness and caring for others and their well being that leads to valuing and investing in relationships.
Principles	<p style="text-align: center;"><u>Improving equity in engagement and accelerated achievement for all students</u></p> <p><u>High expectations</u> - teachers regularly communicate and encourage students to achieve their best. Expectations are suitably pitched to their individual student, understood by the student and they are motivational. Seen in practice through – clearly understood, communicated and articulated learning goals and pathways that encourage best endeavour. On task and engaged learning.</p> <p><u>Learning to learn</u> - teachers help students to learn how to learn through explicit feedback that helps them to know where they are succeeding, where they are at, and how to best move forward. They know what they are learning and what successful learning looks like.</p>

	<p>Seen in practice through - clear learning intentions and pathways that are displayed and are able to be articulated by the student. Relevant written and verbal comments to assist learning rather than summative comments. Pathways for next steps, models of practice and expectations on walls to guide learning.</p> <p><u>Treaty of Waitangi</u> - all students experience learning opportunities within and across curriculum areas and topics that help them understand the bicultural tikanga of Aotearoa New Zealand.</p> <p>Seen in practice through - appropriate and relevant integration of Maori perspectives and understandings in curriculum areas, bicultural labels, books, displays in classrooms, discussion, visits, opportunities through waiata, te-reo, performance, and kapa haka for students to participate and experience Maori culture.</p> <p><u>Diversity</u> - teachers and students acknowledge students' cultural backgrounds and are sensitive to their beliefs and practices in the design of learning experiences and in day to day interactions and relationships.</p> <p>Seen in practice through - no exclusion, jokes, mis-use of names, or phrases at the expense of a person's religion, race or culture. This includes swear words or expressions that can cause offence.</p> <p><u>Inclusion</u> - all students' identities, abilities and talents are recognised and affirmed through school and classroom practice. Practice is non sexist, non racist and non discriminatory.</p> <p>Seen in practice through - respectful interactions and relationships in classrooms, staff room, playground and mutual acceptance of differences.</p> <p><u>Coherence</u> - curriculum is planned and delivered in ways that make natural connections across the various dimensions (values, key competencies, learning areas and knowledge) – see learning areas.</p> <p><u>Future focus</u> - where relevant, learning programmes and experiences encourage students to look to the future and to consider associated issues for themselves, others and the world in which we live.</p> <p>Seen in practice through - competencies, values, principles being lived out; through questioning, inquiry learning, problem solving, creating - pedagogy.</p> <p><u>Community Engagement</u> - learning activities connect with students' lives outside school and where relevant seek to involve their families and community.</p> <p>Seen in practice through - Community Education, Service Based Learning, family discussions, attendance at school community events like productions, grandparents' day, school trips, environmental and health studies, interschool events, transition programmes.</p>
<p>Māori dimensions and cultural diversity</p>	<p>At Freyberg Community School, pedagogy and environment will reflect NZ cultural diversity through celebrating and including Māori and cultural makeup of classes.</p> <p>The unique position of Māori as tangata whenua is celebrated across our kura through our ongoing commitment to Te Reo Māori, Tikanga Māori and Te Tiriti o Waitangi.</p> <p>At the suggestion of local kuia we have carried out consultation with kaumatua who were involved with the gifting of the title of Te Pou Hōia to General Bernard Freyberg following his steadfast commitment to members of the Māori Battalion during World War II and have been given permission to incorporate this title as part of our school identity - Te Kura Hapori o Te Pou Hōia. We have extensive bi-lingual signage around the kura and incorporate Te Reo Māori in all communication channels, both community and school facing.</p>

As we grow our school-wide focus on a localised curriculum, we continue to take opportunities to examine local phenomena through a kaupapa Māori lens and learn about the historical and contemporary importance of local areas and resources, such as Te Whau, to our Waitakere iwi.

We have developed a progression matrix outlining key learning outcomes for all ākonga in Te Reo Māori based on Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English Medium Schools). In years 0-3 ākonga work through Level One and from Years 4-6 they work through Level Two. We are working alongside our ākonga to co-create a comprehensive digital resource that covers all learning outcomes and can be used to supplement existing in-class learning. Additional resources for the teaching and learning of Te Reo and Tikanga Māori are acquired through the Māori curriculum team which is overseen by the relevant curriculum team leader.

Our goal is for all ākonga to leave Freyberg having gained proficiency in all level two outcomes by the end of year 6.

Our approach to specific tikanga has been co-constructed with members of our Freyberg Whānau which has ensured that practices, such as karakia tīmatanga and karakia whakamutunga that have been implemented are appropriate to our ākonga, kaiako, whānau and hapori whānui. In addition to ongoing communication, a more formal meeting is called each year to recognise whānau and whānui as important stakeholders with our kura to discuss all issues relating to Māori within our kura.

Te Tiriti o Waitangi is acknowledged as one of the key principles of our community and forms a foundation for the decision making of our kura. This is reflected in both our strategic documentation and everyday teaching practices.

Curriculum and inclusion of cultural diversity - At the beginning of each school year classrooms carry out a Kotahitanga unit that explores Te Tiriti o Waitangi alongside our classroom cultures with a special focus on the place of Māori as tangata whenua. The implementation of this unit is differentiated to meet the diverse needs of our learner body and can include a wide range of cultural elements alongside topical academic work. The official language weeks of both Te Reo Māori and our Pasifika neighbours are celebrated across the school with special opportunities for traditional cultural activities to be hosted by members of our Freyberg Whānau such as Cook Island drumming or Niuean food preparation etc. In addition to these key celebrations, we also host an annual Culture Day that gives all of our learners and community members a special opportunity to both celebrate their culture and learn about the culture of other learners across our kura.

A partnership has been set up with Te Mahi-a-Toi Academy at Rutherford College so that ex-Freyberg ākonga attending Rutherford under the guidance of Matua Jeff Ruha lead kapa haka for our Team Three and Four tamariki in Te Kapa Hakao Te Pou Hōia. As the co-founding school of this initiative it has been a privilege to see this approach successfully rolled out across our Te Atātū Kāhui Ako to further develop this Tuakana-Teina approach to build transitions, role models and the mana of the Kāhui Ako kapa haka students. Te Kapa Haka o Te Pou Hōia perform at schoolwide, Kāhui Ako and community events.

Our Freyberg Pasifika group was formed by members of our Freyberg Whānau and provides learners from Teams Three and Four with opportunities to come together on a weekly basis to learn about and celebrate our Pasifika cultures through tatalo, pese and siva. Our Freyberg Pasifika group perform at schoolwide and Kāhui Ako events.

<p>Tracking of Māori and Pasifika ākonga is carried out against the New Zealand Curriculum and internal assessments as with all learners, but specific analysis and tracking is carried out for these learners. This data is then used to inform targeted intervention programmes as required to ensure equitable outcomes for all of our learners.</p>

Baseline Data or School Context

Students' Learning

2020 target 1 - Māori Reading(priority learners) - to continue to raise the percentage of Māori achieving at or above the National Standards in Reading.

Number of 2019 Māori students reading at or above the National Standard in Reading	Number of 2020 Māori students reading at or above the National Standard in Reading	Achieved/not achieved
75.9% of Māori were at or above the National Standard in Reading, compared with 81.8% of Pasifika and 89.5% of other ethnicities.	80.7% of Māori are at or above the National Standard in Reading. This is compared with 81.8% of Pasifika students and 89.6% of students of other ethnicities.	<u>Achieved.</u> When these numbers are broken down, the variance in the percentage of Māori students achieving at or above the National Standards in Reading has increased by 4.8% since 2019. This amounts to approximately 4 students who have made accelerated progress in this area from below to at or above the National Standards. These improvements are due to a WSL focus on the Yolanda Soryl phonics program, community engagement and development of library skills. Teachers have shared successful practice and this has also contributed to raised achievement levels.

2020 target 2 - Māori Maths(priority learners) - to continue to raise the percentage of Māori achieving at or above the National Standard in Maths.

Number of 2019 Māori students working at or above the National Standard in Maths	Number of 2020 Māori students working at or above the National Standard in Maths	Achieved/not achieved
75.9% of Māori were at or above the National Standards in Maths, compared with 85.4% of Pasifika and 90.8% of other ethnicities.	75.9% of Māori are at or above the National Standards in Maths, compared with 77.2% of Pasifika and 88.7% of other ethnicities.	<u>Not yet achieved - ongoing (this is also a CoL goal)</u> The number of Māori students working at or above the National Standards in Maths remained the same, at 75.9%. This is despite a targeted acceleration programme (COSDBRRICS - Counting, Ordering, Say, Dictation, Basic Facts, Revision and Revision, Introduce, Check, Set). Although this programme has not been successful in accelerating progress for these target students, it has prevented further decline in academic achievement.

2020 target 3 - Māori/Pasifika Writing (priority learners) - to continue to raise the percentage of Maori/Pasifika achieving at or above the National Standard in Writing.

Number of 2019 Māori/Pasifika students	Number of 2020 Māori/Pasifika students	Achieved/not achieved

	working at or above the National Standard in Writing	working at or above the National Standard in Writing	
	77.5% of Māori and Pasifika students were at or above the National Standards in Writing, compared with 86.7% of other ethnicities.	78.3% of Māori and Pasifika students were at or above the National Standards in Writing, compared with 89.3% of other ethnicities.	<p><u>Achieved.</u></p> <p>The percentage of Māori/Pasifika students achieving at or above the National Standards in Writing has risen 0.8%, which is equal to 1 student making accelerated progress within this area. Although small, this result is still positive.</p> <p>These improvements are connected to the WSL reading focus and the Yolanda Soryl phonics program, as reading and writing skills go hand in hand. Teachers have shared successful practice and this has also contributed to raised achievement levels.</p>

Student engagement	Attendance and lateness reports are submitted to the Board of Trustees annually. Attendance data is also collected and reported to the Board of Trustees by MOE. Despite COVID-19, our attendance data has continued to be high this year, alongside student engagement, and student surveys report that they enjoy learning and school. We have sought student voice through informal verbal, written and signal choices in initiatives as they have arisen during the year. Formal student voice surveys have been done around play equipment within the school and through CoL. In 2021 a student agency unit for a teacher will be introduced where they will run initiatives throughout the school to gather more of this.
Student organisation and structures	Houses and House Leaders, monitors, buddies for junior students, Tuakana-Teina, enviro group, Top Citizen recipients, peer mediators, school counsellors.
Review of charter and consultation	Each August a community survey is undertaken and the results are discussed by the Board of Trustees. The survey includes the annual health questionnaire, the goals and values of the school and relevant school issues. This year we also included questions about our COVID-19 response. The results inform the charter review in each December meeting - which is a review meeting of the charter, academic achievement goals and setting of priority goals for the following year.

Strategic Goals		Core strategies for Achieving Goals 2019 - 2022										
Students' Learning	<p><u>School wide Mathematics</u>- to continue to raise the percentage of students achieving at or above the National Standards in Mathematics. In 2020, 86.8% of students overall were achieving at or above the National Standard in Maths.</p> <table border="1"> <thead> <tr> <th>Males</th> <th>Females</th> <th>Māori</th> <th>Pasifika</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>193/225 (85.7%)</td> <td>186/209 (88.9%)</td> <td>63/83 (75.9%)</td> <td>34/44 (77.2%)</td> <td>275/310 (88.7%)</td> </tr> </tbody> </table>	Males	Females	Māori	Pasifika	Other	193/225 (85.7%)	186/209 (88.9%)	63/83 (75.9%)	34/44 (77.2%)	275/310 (88.7%)	<p>Mathematics will be the focus of the Community of Learning (CoL) Within School Leaders (WSLs) throughout 2021.</p> <p>Targeted maths with whanau involvement and understanding, through information sharing of clear and specific goals.</p> <p>Teachers will differentiate as to <i>how</i> they are working within their curriculum levels. This is for diagnostic, teaching, and for 'where to next' purposes.</p> <p>Teachers will use overall teacher judgements based on a variety of assessment tools, primarily PAT, Gloss, NumPa, JAM, exemplarsPaCT, student-teacher conversations, self assessment, along with student, peer, and parent observations on how students use maths to access and interact with the curriculum.</p> <p>Students who are identified as working up to a year behind their cohorts will become target students for reporting to the board on student progress.</p> <p>Māori and Pasifika students and any cohort at risk of not achieving will be monitored and if not achieving, will become target students for deliberate acts of teaching to make progress within their curriculum levels to bring them to the standard of the other cohorts.</p>
Males	Females	Māori	Pasifika	Other								
193/225 (85.7%)	186/209 (88.9%)	63/83 (75.9%)	34/44 (77.2%)	275/310 (88.7%)								

Improvement Plan: Domain - Learning

Strategic Goal - School wide Mathematics:

Continue to raise the percentage of students achieving at or above the National Standards in Mathematics.

Annual Goal:

Accelerate progress of those students performing below expectations in Mathematics.

Annual Target:

By the end of 2021 we want to have raised the percentage of students achieving at or above the National Standards in Mathematics.

Baseline Data:

Students achieving at or above the National Standards in Mathematics:

	Males	Females	Mā ori	Pasifika	Other
2016	170/199 (85.4%)	160/215 (74.4%)	62/88 (70.4%)	29/47 (61.7%)	221/253 (86.3%)
2017	176/201 (87.5%)	168/191 (87.9%)	64/76 (84.2%)	50/65 (76.9%)	213/236 (90.2%)
2018	199/233 (85.4%)	185/214 (86.4%)	64/78 (82%)	44/57 (77.1%)	270/314 (85.9%)
2019	175/200 (87.5%)	203/235 (86.3%)	63/83 (75.9%)	47/55 (85.4%)	269/296 (90.8%)
2020	193/225 (85.7%)	186/209 (88.9%)	63/83 (75.9%)	34/44 (77.2%)	275/310 (88.7%)

For internal assessment, Freyberg Community School chooses to collect data based on the National Standards rather than the curriculum levels that parents see in their children's reports. This is because we feel that it gives us more specific information around where within a curriculum level a child sits in terms of their academic achievement.

There has been a significant drop in the number of Pasifika children achieving at or above the National Standard in Mathematics. This is alongside a drop in Pasifika student numbers in general at Freyberg. After investigation, the majority of remaining students not achieving are seniors in 2020 (moving on to Intermediate in 2021) or students who are already receiving special support in this area.

Key Improvement Strategies:

Home-school links will be strengthened by the use of apps such as seesaw, alongside a focus on wellbeing and identity (through localised curriculum). This will be a focus for all students and all staff within the school. Whanau will be contacted regularly and feedback given - both verbally and digitally. Advice and guidance will be provided to give ideas as to what they can do at home to help.

Digital tools will also be used to assess, create individual programmes, engage, and scaffold.

We will be introducing a variety of assessments for Maths, and using this assessment to drive specific planning for the student learning.

Teachers will be participating in evidence based formal PLD and coaching. WSLs will carry out an inquiry around areas of Maths in which teachers feel they need extra PLD and facilitate this to teams or individuals based on their needs.

Our PLD will be collaborative, culturally responsive, and use mixed ability grouping which research shows has accelerated results, for all students.

Alongside this very important focus on raising student achievement to meet expectations there is also a need to extend the Gifted and Talented Learners in Mathematics.

This will be done via teacher PLD, integration with digital learning, school clubs, and events.

When	What	Who	Indicators of Progress
Term 1	<p>Carry out relevant testing and collect data. Use these results alongside teacher OTJs to discover areas of focus and create lists of target students who are not achieving for tracking purposes.</p> <p>Create and schedule 'Mathematical Moments' - the maths version of the successful 'Loving Literacy' bite size learning ideas for whanau to use at home.</p> <p>Introduce digital technology expectations for teachers in regards to frequency of home-school communication.</p> <p>Begin whole school PLD on Localised Curriculum to weave a sense of identity throughout all subject areas.</p>	<p>Classroom teachers</p> <p>WSLs</p> <p>Senior Managers</p> <p>All teachers</p>	<p>Register of of at-risk students for inquiry and tracking purposes</p> <p>Whanau feedback</p> <p>Teacher/Whanau feedback</p> <p>Internal review carried out by Evaluation Associates (PLD provider).</p>
Terms 2-3	<p>Teachers will undertake formal PLD and coaching and internal PLD from teachers strengths which already exist within our staff.</p>	<p>All teachers</p> <p>WSLs</p>	<p>Assessment will show gradual progress being made in maths</p> <p>Developing confidence - both in self belief of students and teachers</p>
Term 4	<p>Assess target students from Term 1 - have our results improved?</p>	<p>Senior Managers</p> <p>All teachers</p>	<p>An increase in the number of students achieving at the level of their cohorts.</p> <p>Increased teacher capability and</p>

Analyse results - what did we do in particular that improved results? What can we do better next time? How can we use these findings to improve outcomes for all students across curriculum areas?

capacity.

Monitoring:
 Student outcomes will be checked and recorded each term through assessment, to track if progress is being made. If we do not see improvements we will adjust the program after consulting with other CoL schools and current research.

Resourcing:
 This will be an ongoing focus for teachers so time will be needed.
 Seesaw will be an important tool for developing home-school links and reporting so funds have been allocated for purchasing Seesaw subscriptions for each student.
 An increase in Professional Development funding has also been budgeted for to allow for increased PLD for staff.

Improvement Plan: Domain - Wellbeing and behaviour

Strategic Goal - Implement the School-Wide PB4L programme (Positive Behaviour for Learning) in order to increase opportunities for learning and achievement as well as develop understanding and knowledge of the school values.

Annual Goal: To begin the process of fully implementing systems and practices using data to meet all students' needs.

Annual Target: For staff to complete **Tier 1 training** (the support systems and processes across the whole school – things that impact on all students and adults)

Baseline Data:
 School-Wide comes with its own data gathering and evaluation tools to compliment our school's existing systems.
 We will use existing data to look at the Big 5:

1. Who is involved?
2. What are the types of problem behaviours occurring in the school?
3. Where do problem behaviours take place (eg playground, hallways)?
4. When do they take place (eg time?)
5. Why did the student do that?

The PB4L School-Wide Office Disciplinary Referral (ODR) form helps collect the above information. This data is used to assess, decide upon and monitor systems, processes and outcomes. Data is also shared with staff, learners and whānau/families on a regular basis.

Key Improvement Strategies:
 PB4L School-Wide is a MOE initiative and takes at least 3–5 years to put in place. Over this time, we should see incidents of problem behaviour decline, the behaviour of students improve, teachers spending more time teaching and students more engaged and achieving.

PB4L School-Wide takes the approach that opportunities for learning and achievement increase if the school environment is positive and supportive, expectations are

consistently clear, students are consistently taught desired behaviour, and students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way.

In collaboration with the MOE, we will use the PB4L framework to design our own system of behavioural supports for students. We will use a process or approach to behaviour that supports data-based decision-making and problem-solving, helps us select and deliver evidence-based practices that are right for us and establishes systems to support the effective implementation of these practices.

While schools across the world share this common framework and will have systems and practices in common, these will be implemented in a way that is context specific and dependent on the culture and values of our school and our community.

PB4L School-Wide takes schools through a tiered process. This year we will aim to complete Tier 1, **which** is the foundation on which the other two tiers are built. It looks at the support systems and processes across the whole school – things that impact on all students and adults.

We will have access to a School-Wide practitioner from the Ministry of Education who can train and advise staff throughout the process.

When	What	Who	Indicators of Progress
Term 1	Develop and action a communication plan	All staff, MOE School-Wide Practitioner	All staff will have a clear understanding of the purpose of the programme, what will be expected of them, and the steps involved in implementation
Terms 2-3	Attend Tier 1 training Share information and consult with all staff, students and the wider school community Coach and team leader attend a coach network meeting every month	PB4L team (includes PB4L coach and Principal) PB4L coach and team leader	Staff will demonstrate an understanding of, and draw on, effective strategies that enhance students' behaviour, engagement, participation, and learning
Term 4	Evaluation	All staff, MOE School-Wide Practitioner	Self-review cycle - improvement of student behaviour and well-being

Monitoring:

School leaders will monitor and improve approaches to continue to build a positive culture and increase the engagement of students.

Resourcing:

This will be an ongoing focus for teachers so time will be needed.

The Ministry of Education will provide a one off payment of \$10,000 to help with our first year of implementation - we will use this for relievers for staff attending workshops

as well as school values development.

Other 2021 Key Improvement Strategies to Achieve Strategic Vision

Property/finance	Short Report	Professional Development	Short Report
Continue to upgrade facilities and improve school environment	<p>SIPS funding:</p> <ul style="list-style-type: none"> - Playground upgrade (joint project with BOT funding) - Court shade canopy <p>Sustainability contestable funding:</p> <ul style="list-style-type: none"> - Heat pumps for all teaching areas and admin block <p>Other:</p> <ul style="list-style-type: none"> - Playground upgrade (joint project between BOT and TTS) - High-level specialist reports and new 10YPP plan underway - Landscaping upgrades (gardens, planter boxes outside caretaker shed, development of Coniston Gate area for play) 	Staff First Aid refresh	All staff will be either refreshing their 2 year First Aid certification in January of 2021, or completing their full First Aid certificate later in the term.
Staff wellbeing	Short report	Community Engagement	Short Report
Pastoral care Staff events	<p>A senior staff member will continue in a pastoral care role within the school assisting in overseeing the wellbeing of both students and staff. He will be available to staff to assist with advice in teaching and behaviour management issues, managing conflict, and providing guidance, motivation, emotional support and role modelling.</p> <p>A variety of events will take place throughout the year to encourage staff wellbeing and team building.</p>	<p>Community collaboration</p> <p>Meet the teacher evening</p> <p>Fundraising events</p> <p>Culture Day</p> <p>A host of regular community events throughout the year</p>	<p>Home-school links will continue to be strengthened by the use of apps such as seesaw and we are investigating other digital tools to increase whanau engagement.</p> <p>We will continue to run school events around culture, providing invitations for families to come in and share their cultures, and using experts within the community to share expertise. In addition to this our Local Curriculum focus will encourage staff to identify and invite local people with local knowledge into our school to share this with our students.</p> <p>Our fundraising team has been refreshed and will now run more fundraisers with a new focus on developing parent social networks within the community.</p>

			CoL initiatives will continue to focus on community. We have established a kapa haka group with Rutherford College and recently extended this to a CoL kapa haka group.
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Improved Plan for a Learning Area/Department/Faculty/Syndicate

Background: Local curriculum weaves the elements of the national curriculum framework within contexts that provide rich learning opportunities, to provide a coherent pathway that supports teachers to be responsive to all learners for the classroom curriculum. Freyberg Community School will be working alongside the community to ask them what they believe are the skills and knowledge required, and what they value, for our students to succeed in society.

We want our curriculum to:

- responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families
- have a clear focus on what supports the progress of all learners
- integrate Te Tiriti o Waitangi into classroom learning
- help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

We believe that a local curriculum will provide substantial opportunities for our learners to engage in authentic and engaging service based projects which will strengthen the engagement between our kura and the local community - a focal point of our 2021 strategic planning.

School Strategic Learning Goal:

Our aspiration is for all learners who pass through our school to be able to continue on their educational journeys having developed an enhanced appreciation of how the people and places within our local community are taonga to be cherished now and nurtured for the next generations who will pass through. As Wally Penetito suggested - it is most important to “get to know where we are first, then spread out into the world”.

School Annual Target:

Teachers participating in professional learning and development in this area throughout 2021 will develop sustainable practices that will ensure our aspirations begin to become embedded within the culture of our school.

Baseline Data:

We will be able to measure our success by carrying out continual consultation with all stakeholders and using the data to establish the success of our initiatives. As many of the areas of growth are not able to be assessed through traditional means, our assessment will take the form of gathering student, staff and community voice through a range of face to face, observational, written and digital methods.

Target:

Within our school we will grow our capacity to meet the identified needs of our learners, our school families and our wider community. This will better allow our kura to provide learning opportunities that honour our Tiriti o Waitangi obligations, facilitate and encourage ako, establish productive partnerships with our community and celebrate the identity and cultures of our learners.

Key Improvement Strategies

When	What	Who	Indicators of Progress
80 hours throughout 2021	Localised Curriculum PLD	Teachers Evaluation Associates	Information from consultation with stakeholder Teacher capacity and understanding

Monitoring:

The staff will work with Kay Pennihal from Evaluation Associates to monitor progression throughout the year.

Resourcing:

Our PLD is a centrally funded MOE contract which provides all resources and progression tools free of charge.