



## Ā tātou tamariki, Kaitiaki hei muri. Ako pai ai.

All children, guardians of the future. Learn well.

### Our Shared Values

- **Kaitiakitaka** – Guard and protect self, others, resources and our environment.
- **Matatautaka** – Aim for excellence, go beyond fears and comfort zones. Seize opportunities as they arise.
- **Manaakitaka** – Show respect, generosity and care for others.
- **Rakatirataka** – Exercise independence and determine choices. Lead, negotiate and determine personal outcomes.

### Our School will...

- **Be a Quality School** with child centred programmes, enkindling a lifelong commitment to learning.
- **Encourage our children to reach their full potential** – especially in Literacy and Numeracy.
- **Design and implement a curriculum that is based on an appreciation and awareness of our local environment and culture** and that has the principles of Education for Sustainability embedded within it.
- **Create a positive, friendly and attractive environment** for our children to learn in.
- **Involve our community** in the school, its programmes and its vision.

### Our Children will develop...

- **Attitudes, values and awareness** of our unique community, culture and environment.
- **Literacy skills.**
- **Numeracy skills.**
- **Social and Co-operative skills** that demonstrate ability to relate positively with others.
- **Self management skills** in a confident and capable manner.
- **An enjoyment of physical activity** and healthy lifestyle choices.
- **The ability to ask questions, solve problems and reflect on own learning** and thought processes in a constructive way.

This charter was ratified by the BOT in  
Signed (Principal)

Signed (BOT)

This charter has been developed in consultation with the Karitane School Community, Staff and Students and will be reviewed triennially.



## How our school enacts the principles underpinning the New Zealand Curriculum:

### Future Focus

Our curriculum is constructed upon Education for Sustainability principles and practices as stated in the Ministry of Education EFS guidelines

Education for sustainability includes learning about:

- The environment – water, land, ecosystems, energy, waste, urban living, transportation
- The interactions between the natural environment and human activities and the consequences of these.
- The choices and actions we can take to prevent reduce or change harmful actions to the environment.

Four key concepts in environmental education are:

- **sustainability** -the ability of individuals, groups, and communities to meet their needs and aspirations without compromising the ability of future generations to meet theirs. The concept of sustainability is reflected in the Māori notions of hauora (total well-being and balance with nature) and rāhui tapu (conservation.)
- **equity** – respect for all life, social justice, intergenerational equity, finite resources
- **interdependence** – the relationships between all living things (including people) and their physical environment. The concept of interdependence is also reflected in the Māori world view. All things are united through mauri, the life force.
- **responsibility for action** – taking action, informed decision-making, citizenship, consumerism, enterprise, resilience, and regeneration. The notion of responsibility is reflected in the Māori concept of Kaitiakitanga. Kaitiakitanga is a Māori environmental management system developed to protect the mauri of the taonga and therefore ensure the sustainable use and management of natural and physical resources. Kaitiakitanga involves not only the right use and manage taonga but also the responsibility and obligations to sustainability use and manage them.

### High Expectations

Robust, child centered programmes based on the NZ Curriculum support all children to learn and achieve personal excellence. Students work through school-wide learning outcomes, which build upon each other. Effective Pedagogy will include: creating a supportive learning environment, encouraging reflective thought and action, enhancing the relevance of new learning, making connections to prior learning and experience, shared learning, sufficient opportunities to learn and teaching as inquiry. Staff have extensive personal knowledge of each and every child and are responsive and encouraging towards children and their learning.

### Inclusion

Our curriculum is non-sexist, non-racist and non-discriminatory. Effective summative and formative assessment practices identify and monitor students who may be at risk academically. Children who may be at risk in other ways will be identified through informal and formal means (such as observations). Learning programmes that cater for individual needs are developed using internal and external resources. This may be for extension or remedial purposes.



### **Coherence**

Our curriculum offers all students a broad education that will make links within and across learning areas. Our curriculum is planned with an over-arching theme for the year, with appropriate 'big picture learning outcomes' as a focus throughout. Learning areas are then linked with our year-long theme. Possible life skills and pursuits are seen as very important – for example, music, kapa haka, visual art, swimming, cooking, gardening and sustainability – these, as well as the more traditional numeracy and literacy skills are an important focus for us as a school.

### **Learning to Learn**

All children are encouraged to reflect upon their own learning processes and to learn how to learn. Specific learning outcomes are shared with children and children are given varied opportunities to reflect upon their progress. An approach to assessment is employed that ensures evidence of progress, achievement of students and is used to inform next teaching steps and programme priorities for the future, using both summative and formative assessment practices. Assessment practices will benefit students, involve and inform students and will be valid and fair.

### **Community Engagement**

Our curriculum has meaning for our students and connects with their lives. It engages the support of their families, whānau and our wider community. Children have input into the direction that the curriculum will take for the year ahead and every opportunity is taken to involve parents and whānau in learning within the classroom and on trips and excursions. Student achievement information is reported to the community in a variety of formats. We have strong links with community groups such as Waikouaiti River Estuary Care. Our relationship with the Kāti Huirapa Runaka is important to us and we actively work in partnership with the Runaka in an effort to support all children.

### **Cultural Diversity**

Our curriculum reflects the cultural diversity of New Zealand and in particular, of our school and community. It will value the histories and traditions of all its people. Children are given the opportunity to study aspects of their own personal culture and identity through elements of inquiry learning. Families are encouraged to share their cultures through classroom learning opportunities, shared lunches and special occasions.



## **Recognising our commitment to Te Tiriti o Waitangi**

Karitāne School honours our commitment to Te Tiriti o Waitangi through the following ways:

### **Article 1: Kāwanatanga – honourable governance**

- We understand our position as Crown agents and affirm Māori as tangata whenua.
- We govern our school honourably – decisions are made with those who are impacted most by them.
- We share the decision making process with whānau, hapū and iwi.
- We endeavour to produce communication that is meaningful, ongoing, reciprocal and transparent.

### **Article 2: Rangatiratanga – agency**

- Te Reo Māori, tikanga and kawa appropriate to local context is valued, practiced and celebrated.
- We endorse Māori enjoying and achieving educational success as Māori.
- We endeavour to create systems where Māori have agency, voice and choice.
- Māori diversity is recognized and valued and self-determination is enacted.

### **Article 3: Ōritetanga – Equity**

- In our school Māori have the same rights and opportunities as non-Māori.
- We endeavour to remove educational barriers and inequalities to ensure equitably educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), equitable representation of matauranga Māori, reo, tikanga.
- Māori perspectives and opinions, and the voices of Māori are equitably represented.

### **Article 4: ‘The spoken promise’ – the right to have cultural and religious freedom**

- Our teachers are committed to continual professional development in Te Ao Māori (as required by the Education Council, in order to retain their practicing certificate)



### **Ka Hikitia**

These guiding principles, Ngā whetū hei whai, set out how we will work to support the vision of Ka Hikitia at Karitāne School.

- Excellent outcomes: We will support Māori learners and their whānau to achieve excellent educational outcomes.
- Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging to our school.
- Strengths based: We will recognize and build on the strengths of our Māori learners and their whānau.
- Productive partnerships: We will support strong relationships between learners and their whānau, hapū, iwi, educators and others to support excellent outcomes.
- Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi at our school.

## **STRATEGIC PLAN 2022 - 2024**

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and our self-review process, the board has identified the following priorities and targets for the year in accordance with our three-year strategy. The following 2023 goals are to support achievement by providing an environment and programmes that motivate and support our learners to succeed in their education.

### **Strategic Goals:**

<b>1. LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education.
<b>2. BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach of every learner.
<b>3. QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau
<b>4. FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.



<p style="text-align: center;"><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>• All teaching staff to continue to participate in school wide PLD focussing on implementing a structured approach to literacy learning.</li> <li>• Use specified vocabulary and practices within the structured literacy programme in both classrooms so that continuity across the school is maintained.</li> <li>• Specific Learning intentions made clear to all groups – children encouraged to set goals and regularly reflect upon these.</li> <li>• Use of a learning journal to reflect and set goals for learning – both within curriculum and key competencies.</li> <li>• Opportunities to practise Tuakana/Teina - particularly to use opportunities when the target children can be Tuakana.</li> <li>• Re-engage Learning Matters as our structured literacy consultancy.</li> <li>• Augment resources as required to support the structured literacy programme across the school.</li> <li>• Review literacy block timetabling.</li> <li>• Continue to prioritise literacy curriculum time so that children are engaged and practising every day.</li> <li>• Hold an ‘open morning’ where parents and caregivers can come into the classroom and observe the literacy block time.</li> <li>• Re-write Karitāne Literacy Curriculum guidelines.</li> </ul>	<p><b>Achievement Target For 2023</b></p>	<p><b>Staff and personal professional development</b></p> <ul style="list-style-type: none"> <li>• Participation in whole school PLD focussing implementing a structured approach to literacy learning. This will encompass TOD’s, mentor visits, observations and reflections</li> <li>• Regular staff meetings to keep SL ‘on top.’</li> <li>• Professional readings and video clips</li> <li>• Collaborative reflection and goal setting.</li> <li>• Attendance at Learning Matters Literacy Symposium in August.</li> </ul>	
	<p><u>Target for Improving Student Achievement</u> To raise Student Achievement, so that all children are achieving at or above the expected level in literacy.</p> <p>In doing so, the children identified as at risk of underachieving will make accelerated/sufficient progress towards meeting this target through a focus on developing spelling strategies and reading and writing fluency.</p>	<p><b>Baseline Data</b></p> <p>Analysed data from the end of 2022 indicates that 27% (6/22) of all students were achieving ‘below’ or ‘well below’ the expected benchmark in reading and 31% (7/22) were within the ‘below’ or ‘well below’ cohort of students in writing. Our assessment data has identified that for the majority of the children within this cohort, a lack of phonological awareness, spelling and handwriting fluency all appear to be major barriers to progress. In reading, a lack of fluency would seem to be a barrier to engagement, progress and achievement in reading.</p>	
<p><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Through homework, SeeSaw and report sharing, discussion and feedback.</li> <li>• Open morning for Whānau to observe class literacy teaching in action.</li> <li>• Use of digital learning tools to share children’s learnings, wonderings and achievements with whānau in real time.</li> </ul>	<p><b>Links to Strategic Planning</b> NELP 1 – Learners at the Centre NELP 2 – Barrier Free Access NELP 3 – Quality Teaching and Leadership</p>	<p><b>Targeted Children</b></p> <p>████████████████████</p>	
	<p style="text-align: center;"><b>Ongoing/Comparative Assessment</b></p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Work product</li> <li>• Probe reading assessment</li> <li>• Reading PAT</li> <li>• Goal setting with children</li> <li>• Self/Peer assessments.</li> <li>• iDeal PA/ spelling assessment</li> <li>• iDeal iSRS</li> <li>• other iDeal assessments as required</li> </ul>	<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Through Principals monthly report to BOT.</li> <li>• Achievement report (July/Dec)</li> <li>• 3-way interviews March/Aug.</li> <li>• Written report Dec.</li> <li>• Register of learning support.</li> <li>• ERO progress reports.</li> </ul>	<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• T.Aide/Learning support time within Teina.</li> <li>• Use of EDI funding for structured literacy implementation and resources.</li> </ul>



## Strategic Goal 1: Learners at the Centre

Learners with their whānau are at the centre of education

NELP Priorities	Our desired steps and outcomes		
	2022	2023	2024
1 We ensure our school is safe, inclusive and free from racism, discrimination and bullying.	<p>1.1 Policies, procedures and plans are reviewed to ensure they address racism, sexism, bias and low expectations.</p> <p>1.2 Processes are reviewed to ensure they promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p>	<p>1.1 Policies, procedures and plans are embedded and ensure they address racism, sexism, bias and low expectations.</p> <p>1.2 Processes are embedded that ensure they promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p>	<p>1.1 Policies, procedures and plans are regularly monitored and reviewed to ensure they address racism, sexism, bias and low expectations.</p> <p>1.2 Processes are regularly monitored and reviewed to ensure they promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p>
2 We have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.	<p>1.3 Partnerships are reviewed and strengthened with family and whānau to equip every learner/ākonga to build and realise their aspirations.</p>	<p>1.3 Partnerships are regularly monitored and strengthened with family and whānau to equip every learner/ākonga to build and realise their aspirations.</p>	<p>1.4 Partnerships are reviewed and strengthened with family and whānau to equip every learner/ākonga to build and realise their aspirations.</p>



Planned Actions 2023	BOT/Staff action/Budget	Review date
<ul style="list-style-type: none"><li>Continue review process to ensure that policies and procedures address racism, sexism, bias and low expectation.</li></ul>	Principal/Board	throughout year
<ul style="list-style-type: none"><li>Establish Complaints Register so that the nature of complaints can be tracked and analysed.</li></ul>	Principal/Board	Annually, mid-year.
<ul style="list-style-type: none"><li>Review community partnerships with the school. How can partnerships with family/whānau and community groups be strengthened?</li></ul>	Principal/Teachers/Board/Parent Community	Whole year





## Strategic Goal 2: Barrier Free Access

Great education opportunities and outcomes are within reach of every learner

NELP Priorities	Our desired steps and outcomes		
	2022	2023	2024
<p>3 We reduce barriers to education for all – including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<p>2.1 Consult with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling.</p> <p>2.2 Programmes and processes are reviewed to ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga and neurodiverse learners/ākonga are safe and included in our school, their needs are supported and learning support programmes are robust and effective.</p>	<p>2.1 Consult with whānau to address barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling.</p> <p>2.2 Programmes and processes are embedded that ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga and neurodiverse learners/ākonga are safe and included in our school, their needs are supported and learning support programmes are robust and effective.</p>	<p>2.1 Work with whānau to review and address barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling.</p> <p>2.2 Programmes and processes are integral to our school culture and ensures disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga and neurodiverse learners/ākonga are safe and included in our school, their needs are supported and learning support programmes are robust and effective.</p>
<p>4 We identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p>	<p>2.3 Programmes and processes are reviewed to ensure that Learners/ākonga who are not making sufficient progress in key foundation skills are identified and that their learning needs are supported.</p>	<p>2.3 Programmes and processes are embedded to ensure that Learners/ākonga who are not making sufficient progress in key foundation skills are identified and that their learning needs are supported.</p>	<p>2.4 Programmes and processes are regularly monitored and reviewed to ensure that Learners/ākonga who are not making sufficient progress in key foundation skills are identified and that their learning needs are supported.</p>



Planned Actions 2023	BOT/Staff action/Budget	Review date
<ul style="list-style-type: none"> <li>Seek feedback on our strategic plan from our local Runaka. Make changes if necessary.</li> </ul>	Principal	Term 1
<ul style="list-style-type: none"> <li>Consult with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling.</li> </ul>	Principal/Teachers	Term 1 and 3 – Formal 3 way interviews and throughout year as necessary
<ul style="list-style-type: none"> <li>Hold Whānau Hui to share our curriculum plan. Seek feedback and make changes if necessary.</li> </ul>	Principal/Teachers	Early in Term 2
<ul style="list-style-type: none"> <li>Continue to implement a structured approach to literacy learning across the school. This will identify and support the learning needs of tamariki who are not making sufficient progress in reading/writing.</li> </ul>	Principal/Teachers/ Parent community	throughout year
<ul style="list-style-type: none"> <li>Progress in reading and writing will be tracked and monitored to ascertain further needs and next steps.</li> </ul>	Principal/Teachers/Board/ERO	after mid-year and end of year assessments.
<ul style="list-style-type: none"> <li>Workshop to build evaluation capacity.</li> </ul>	Principal/Teachers/Board/ERO	Term 1



## Strategic Goal 3: Quality teaching and leadership

Quality teaching and leadership make the difference for learners and their whānau

NELP Priorities	Our desired steps and outcomes		
	2022	2023	2024
<p>5 We will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our school.</p>	<p>3.1 Advice is sought from Māori on how to best include tikanga Māori in values, practices and school culture.</p>	<p>3.1 Inclusion of tikanga Māori in values, practices and school culture is embedded throughout the school.</p>	<p>3.1 Values, practices and school culture are reviewed to ensure tikanga Māori is integral to our school culture.</p>
<p>6 We will develop staff to strengthen teaching, leadership and learner support capability across our school.</p>	<p>3.2 Teacher confidence and competence is developed and invested in opportunities that strengthen teaching, leadership and learning support.</p> <p>3.3 Expect and support teachers to build their understanding of learners/ākonga contexts including languages spoken at home, histories, stories and cultural values to promote culturally responsive teaching.</p>	<p>3.2 Teacher confidence and competence is further strengthened and invested in opportunities that strengthen teaching, leadership and learning support.</p> <p>3.3 Understanding of learners'/ākonga contexts including languages spoken at home, histories, stories and cultural values is an embedded practice to promote culturally responsive teaching.</p>	<p>3.4 Teacher confidence and competence is further strengthened and invested in opportunities that strengthen teaching, leadership and learning support.</p> <p>3.5 Understanding of learners'/ākonga contexts including languages spoken at home, histories, stories and cultural values is an integral part of our school that promotes culturally responsive teaching.</p>



Planned Actions 2023	BOT/Staff action/Budget	Review date
<ul style="list-style-type: none"> <li>Continue to engage with Māori whānau to identify aspirations for their tamariki and on how best to include tikanga Māori in our values, practices and school culture.</li> </ul>	Principal/Teachers	Term 2
<ul style="list-style-type: none"> <li>Engage with our school community to review and develop our graduate profile.</li> </ul>	Principal/Board	Throughout year
<ul style="list-style-type: none"> <li>Unpack our School Values with tamariki. Integrate with Key Competencies and thinking coaches.</li> </ul>	Principal/Teachers	Throughout year
<ul style="list-style-type: none"> <li>Finish weaving our Kaitiaki of learning (Manu)</li> </ul>	Principal/Teachers/Jenn Duff \$1000	Term 4
<ul style="list-style-type: none"> <li>Regular, time tabled slots for Kapa Haka. Attendance and performance at Hui Ako and Polyfest.</li> </ul>	Principal/Teachers/Nikki Crossan \$1000	Throughout year
<ul style="list-style-type: none"> <li>Access appropriate professional development in Structured Literacy, digital technologies and Aotearoa NZ Histories.</li> </ul>	Principal/Teachers \$5000	throughout year
<ul style="list-style-type: none"> <li>Review Four year curriculum cycle – How will ANZ histories be incorporated? How will our local stories be incorporated? Where does the Kai Tahu creation narrative sit within our plan?</li> </ul>	Principal/Teachers	Throughout year
<ul style="list-style-type: none"> <li>Principal to participate in Māori Achievement Collaborative. Attend National Wananga at Waitangi in October.</li> </ul>	Principal \$1000	throughout year
<ul style="list-style-type: none"> <li>All teaching staff complete relevant Te Ahu o te Reo Māori course.</li> </ul>	Principal/Teachers	Term 1
<ul style="list-style-type: none"> <li>Strengthen our Te Reo curriculum. Integrate Te Reo meaningfully throughout the curriculum.</li> </ul>		



## Strategic Goal 4: Future of learning and work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

NELP Priorities	Our desired steps and outcomes		
	2022	2023	2024
7 We ensure that learners/ākonga have the skills, knowledge and pathways to succeed in work.	4.1 Programmes and approaches are reviewed to ensure learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices.	4.1 Appropriate programmes and approaches are embedded to ensure learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices.	4.1 Programmes and approaches are reviewed to ensure learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices.



Planned Actions 2023	BOT/Staff action/Budget	Review date
<ul style="list-style-type: none"><li>Use positive role models throughout and across the curriculum. Find out who children's role models are. Who would they nominate? Get them to use five words to describe them. Asking about role models and for descriptions tells us about what Māori achieving success as Māori might look like. What local role models would we engage to inspire children and help them plan their futures?</li></ul>	Principal/Teachers	Term 4
<ul style="list-style-type: none"><li>Make connections between future jobs and the curriculum. Find out what it is that children see themselves doing when they are grown up. Plant some seeds!</li></ul>	Principal/Teachers	Term 4