



Charter 2020-2022





STRATEGIC PLAN

2020 2022

OUR VISION

Whāia te iti kahurangi, ki te tūohu koe me he maunga teitei.

Pursue that which is precious, and do not be deterred by anything less than a lofty mountain

OUR STRATEGIC GOALS

1. Raising outcomes for all
2. Improving student and staff wellbeing
3. Increasing staff and team capability
4. Improving whānau engagement

OUR ASPIRATIONS

EMPOWERING
OUR
LEARNERS

GROWING
A GREAT
TEAM

DEEPENING
WHĀNAU
PARTNERSHIPS

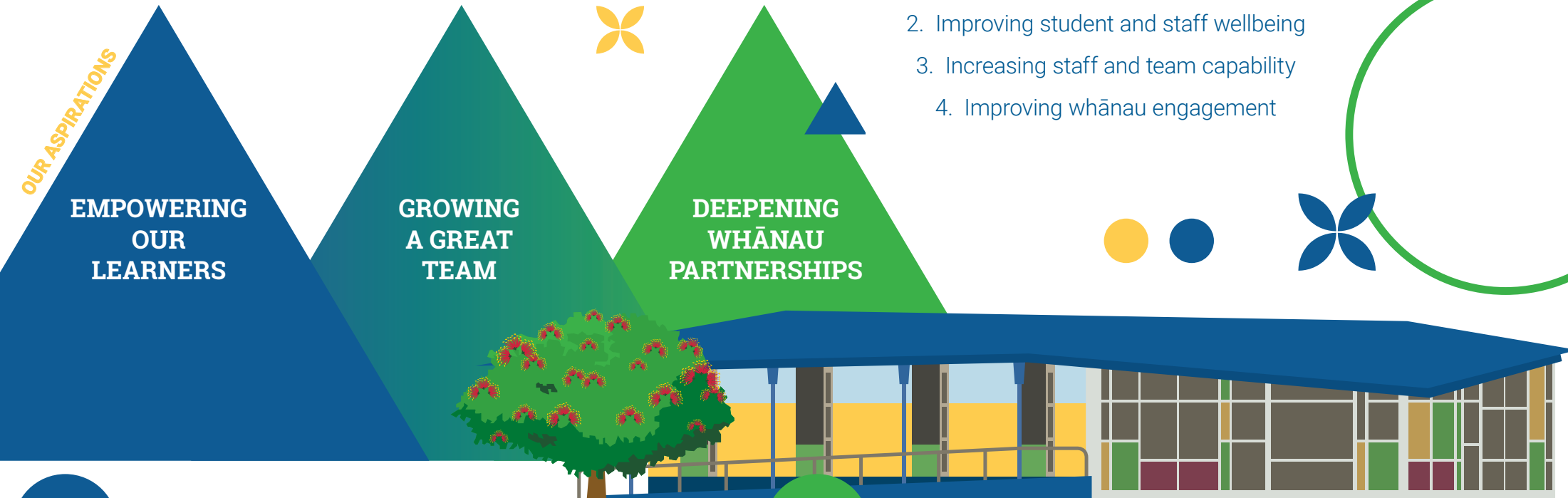
OUR PRINCIPLES

CULTURE | AHUREA

COMMUNITY | AHIKĀROA

LEARNING | POUTAMA

PRIDE | WHAKAHĪ



OVERVIEW

STRATEGIC GOALS	2020 INITIATIVES	2021 INITIATIVES	2022 INITIATIVES	MEASURE	
RAISING OUTCOMES FOR ALL <ul style="list-style-type: none"> improve student performance reduce academic disparity between ethnic groups improve our students' confidence, engagement and ambition 	Modernise the Waka Pahi learning space			-	
		Implement improvements to The Arts teaching and learning programmes.		Academic achievement	
			Implement improvements to Science teaching and learning programmes	Learning attributes	
				Academic achievement	
IMPROVING STUDENT AND STAFF WELLBEING <ul style="list-style-type: none"> promote good wellbeing behaviours implement restorative practices empower students/staff to lead and take increasing self-responsibility for their wellbeing 	Implement restorative practices into our school			Wellbeing@School student survey	
	Upgrade our sporting areas			Sporting upgrade timeline	
	Implement staff wellbeing goals			-	
		Trustees review approach to teacher and staff wellbeing	Implement changes from the review	-	
INCREASING STAFF AND TEAM CAPABILITY <ul style="list-style-type: none"> increase teacher capability in subjects beyond literacy and numeracy lead quality learning programmes that capitalise on contexts, strategies and approaches that work for all our learners increase internal evaluation practices at a governance level 	PLD for teachers focussed on The Arts curriculum			Academic achievement	
				Learning attributes	
	PLD for teachers focussed on our NZ history and identity.				
		PLD for teachers focussed on the Science curriculum			Academic achievement
					Learning attributes
				PLD for teachers on the Learning Languages curriculum	-
	PLD for trustees and leaders focused on internal evaluation	Implement improved internal evaluation practices	Embed internal evaluation	Academic achievement	
IMPROVE WHĀNAU ENGAGEMENT <ul style="list-style-type: none"> improve approaches and strategies that enable parents and whānau to be informed, connected and engaged in their child's learning increase involvement of 'hard to reach' whānau 	Understand real and perceived barriers			Increase whānau involvement	
		Implement new approaches to deepening whānau engagement	Embed successful engagement approaches and practices	Student attendance	



MEASURE	BASELINE 2019	2020 TARGET	2021 TARGET	2022 TARGET																								
<p>ACHIEVEMENT</p> <ul style="list-style-type: none"> Overall teacher judgements in specific curriculum areas Develop a measure that goes beyond academic achievement e.g. cultural identity measure 	<table border="1"> <thead> <tr> <th colspan="3">% OF CHN. WORKING AT OR ABOVE AGE EXPECTATIONS</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71.9%</td> <td>78.6%</td> </tr> <tr> <td>Writing</td> <td>63.3%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>67.8%</td> <td>71.6%</td> </tr> <tr> <td>The Arts</td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> </tr> </tbody> </table>	% OF CHN. WORKING AT OR ABOVE AGE EXPECTATIONS				2018	2019	Reading	71.9%	78.6%	Writing	63.3%	69%	Maths	67.8%	71.6%	The Arts			Science			8% increase in reading, writing and maths.	8% increase in reading, writing, maths and the arts.	8% increase in reading, writing, maths, the arts and science.			
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<p>LEARNING ATTRIBUTES</p> <ul style="list-style-type: none"> Survey to be developed Assess student confidence, engagement and ambition Triangulate data from students, parents/whānau and teachers Leverage wellbeing survey and easTtle survey 		xx% of students report feeling confident in their learning. xx% of parents report their children feeling confident in their learning. Teachers report xx% of students always/usually engaging and actively participating in their learning.																										
<p>WELLBEING@SCHOOL STUDENT SURVEY</p> <ul style="list-style-type: none"> Collect data from year 5-8 students 	<table border="1"> <thead> <tr> <th colspan="3">% OF CHN</th> </tr> <tr> <th>Children report...</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>feeling safe at school</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>everyone knowing the school rules about behaviour</td> <td>69%</td> <td>69%</td> </tr> <tr> <td>knowing what to do if someone is being bullied</td> <td>81%</td> <td>71.9%</td> </tr> <tr> <td>being taught how to manage their feelings (like if they get angry)</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>never being bullied by other students</td> <td>50%</td> <td>53%</td> </tr> <tr> <td>1-2 times per week students put them down, call them names or are mean</td> <td>25%</td> <td>21%</td> </tr> </tbody> </table>	% OF CHN			Children report...	2018	2019	feeling safe at school	85%	80%	everyone knowing the school rules about behaviour	69%	69%	knowing what to do if someone is being bullied	81%	71.9%	being taught how to manage their feelings (like if they get angry)	78%	67%	never being bullied by other students	50%	53%	1-2 times per week students put them down, call them names or are mean	25%	21%	5% increase in students reporting that they feel safe, everyone knows the rules, they know what to do if bullying occurs, and are taught how to manage their feelings. 10% increase in students reporting they are never bullied by students. 5% reduction in students reporting that students are mean to them 1-2 times per week.	5% increase in students reporting that they feel safe, everyone knows the rules, they know what to do if bullying occurs, and are taught how to manage their feelings. 10% increase in students reporting they are never bullied by students. 5% reduction in students reporting that students are mean to them 1-2 times per week.	5% increase in students reporting that they feel safe, everyone knows the rules, they know what to do if bullying occurs, and are taught how to manage their feelings. 10% increase in students reporting they are never bullied by students. 5% reduction in students reporting that students are mean to them 1-2 times per week.
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<p>WELLNESS IN THE WORKPLACE SURVEY</p> <ul style="list-style-type: none"> Survey to be developed Leverage surveys that are already developed e.g. gallop 		Gather baseline data. xx% of staff report a good work/life balance. xx% of staff report the leadership and BOT take active steps to support the mental wellbeing of staff.																										
<p>SPORTING UPGRADE TIMELINE</p> <ul style="list-style-type: none"> Include upgrade of courts surface, goal posts, bike racks etc 		Measure to happen against timeline.	Measure to happen against timeline.	Measure to happen against timeline.																								
<p>WHĀNAU INVOLVEMENT</p> <ul style="list-style-type: none"> Measure yet to be developed. 		Gather baseline data. xx% of parents report their child/ren feeling confident in their learning. Teachers report that they have had minimal to no contact with xx% of their students' parents/whānau this school year.																										
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COMMITMENT TO TE TIRITI O WAITANGI

As a school and community we will seek to honour Te Tiriti o Waitangi and its principles. We are also committed to developing a strong multicultural society. Within staff professional development and our school curriculum we will seek to support our staff and students to develop an awareness of the many different perspectives held by New Zealanders about the Treaty and its significance to New Zealand's past, current day, and future. Kahurangi School aims to foster better cultural understanding through providing all students in the school with many opportunities to understand and respect tikanga Māori and to understand and speak te reo Māori.

ANNUAL PLAN 2020

STRATEGIC GOAL 1 | RAISING OUTCOMES FOR ALL

- improve student performance
- reduce academic disparity between ethnic groups
- improve our students' confidence, engagement and ambition

Initiatives	Strategies	Responsible	Resources	Due	Success indicator
MODERNISE THE WAKA PAHI LEARNING SPACE	Set aside time for Property Committee to meet.	Property committee with Ashby Property Management	5YA Funding	Ongoing	The new teaching and learning space meets the needs of the children and teachers.
	High level condition assessment of the building as it is.			Term 1	
	Development of high level brief.			Term 2	
	Engage architectural technician to articulate brief.			Term 2	
	Conceptual design approved.			Term 2	
	Finance aspects reviewed.			Term 3	
	Design developed, documented and tendered.			Term 3	
	Empty space.			Term 4	
	Construction.			Start of 2020	

STRATEGIC GOAL 2 | IMPROVING STUDENT AND STAFF WELLBEING

- promote good wellbeing behaviours
- implement restorative practises
- empower students/staff to lead and take increasing self-responsibility for their wellbeing

Initiatives	Strategies	Responsible	Resources	Due	Success
IMPLEMENT NEW WELLBEING APPROACHES AND STRATEGIES FOR STUDENTS	Set staff PLD programme implementing restorative practice into our school.	Kāhui Ako within School Lead Teacher	Kāhui Ako within School Lead Teacher Remuneration & Teacher Release	On-going	Our school is a safe, positive physical and emotionally supportive environment.
	Introduce restorative conversations into the playground.			Term 1	
	Termly analysis of playground and class behaviour.			On-going	
	Provide collegial support.			On-going	
	Trial different lunch times.			Term 1	
	Increase the amount of duty teachers at break times.			Term 1	
	Introduce 'circle time' into classrooms.			Term 3	
	Survey students, whānau and parents regarding student wellbeing.			Term 4	
	Trial house leaders having a mentoring role in the playground.			Term 3	
UPGRADE OUR SPORTING AREAS	Set time aside for the Property Committee to meet.	Property Committee	School Investment Package funding	Term 1	Our sporting facilities meet the needs of our students, teachers and coaches.
	Consult with staff about requirements for sporting areas.			Term 1	
	Engage a project management company.			Term 1	
	Collaborate with project manager on a suitable and affordable plan.			Term 3	
	Present plan to staff for feedback.			Term 3	
	Present plan to BOT for consideration.			Term 3	
	Set timeline and carry out work.			Term1, 2020	
IMPLEMENT STAFF WELLBEING GOALS	Allow support and time to identify wellbeing goals.	Principal	-	Term 1	Our team is healthier, happier and more productive.
	Provide professional supervision for leaders.	PLD Budget	PLD Budget	On-going	
	Include staff wellbeing as an agenda item at leadership and team meetings.	Principal	-	On-going	
	Continue to fund wellbeing initiatives.	BOT	BOT Provision	-	
	Schedule one-to-one wellbeing check-in meetings with leaders and staff.	Principal	Teacher Release	Term 3	

STRATEGIC GOAL 3 | INCREASING STAFF AND TEAM CAPABILITY

- increase teacher capability in subjects beyond literacy and numeracy
- lead quality learning programmes that capitalise on contexts, strategies and approaches that work for all our learners
- increase internal evaluation practices at a governance level

Initiatives	Strategies	Responsible	Resources	Due	Success indicator
PLD FOR TEACHERS FOCUSED ON THE ARTS CURRICULUM	Implement staff development survey.	Lead teacher & Principal	Lead teacher remuneration PLD Budget	Term 1	Increased teacher capability in providing enhanced teaching and learning programmes at Kahurangi. Children enjoy, are extended and inspired by The Arts curriculum on offer.
	Tailor Arts PLD to needs identified.			On-going	
	Schedule Arts PLD sessions every term.			Term 4	
	Survey team, parents, whānau and community experts in regards to their willingness to lead Arts PLD.			Term 1	
	Engage external experts if required.			On-going	
PLD FOR TEACHERS FOCUSED ON OUR NZ HISTORY AND IDENTITY	Schedule a NZ history unit of learning into the school calendar.	Leadership team	Leadership release provisions	Term 4	Increased teacher knowledge about our NZ history and identity.
	Teachers utilise 'A critical guide to Māori and Pākehā histories of Aotearoa'.			Term 4	
	Schedule team meeting focussed on sharing effective practise and supporting own development.			Term 2	
	Leaders to attend Wall Walk Workshop.			Term 4	
	Engage whānau and community expertise and knowledge.			On-going	
PLD FOR TRUSTEES AND LEADERS FOCUSED ON INTERNAL EVALUATION	Engage PLD Facilitator.	Chairperson & Principal	BOT PLD budget	Term 2	The Board has a shared understanding of internal evaluation practices, to be understand the impact of programmes and initiative on acceleration and achievement.
	Conduct a needs analysis.			Term 2	
	Schedule a series of PLD workshops for trustees and leaders.			Term 3	
	Develop an internal evaluation framework.			Term 4	
	Implement an internal evaluation board policy if appropriate.			Term 1, 2021	

STRATEGIC GOAL 4 | ENHANCING WHĀNAU ENGAGEMENT

- improve approaches and strategies that enable parents and whānau to be informed, connected and engaged in their child's learning
- increase involvement of 'hard to reach' whānau

Initiatives	Actions	Responsible	Resources	Due	Success Indicators
UNDERSTAND REAL AND PERCEIVED BARRIERS	Target whānau who don't come to parent partnership meetings/events for conversation about the barriers they face with being involved.	Principal	-	Term 3	We will have an understanding of the barriers our whānau community face which can be considered when seeking planning for engagement.
	Consult with parents and whānau to understand what they find are barriers to them being involved.		-	Term 3	

OUR TARGETS FOR 2020

1. To increase the achievement of our Pasifika children by at least 20% who are achieving 'at' or 'above' in writing. In 2019 End of Year data, this group is tracking at 56.6% 'at' or 'above'.
2. Move the population of children who are achieving 'below' curriculum expectations in reading to 'at' or 'above' by at least 8%. End of Year data in 2019 showed that 78.6% of our children were working 'at' or 'above' curriculum expectations for their age.
3. To increase the achievement rates by 10% of all of our students who were achieving 'below' expectations in mathematics in 2019 to 'at' or 'above' over the course of 2020. End Of Year achievement data in 2019 showed that 71.6% of our children were working 'at' or 'above' curriculum expectations for their age.