



# 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                         |
|--|---|--|--|---------------------------------|
| <b>RAISING OUTCOMES FOR ALL</b> <ul style="list-style-type: none"> <li>improve student performance</li> <li>reduce academic disparity between ethnic groups</li> <li>improve our students' confidence, engagement and ambition</li> </ul>  | Modernise the Waka Pahi learning space                      |  |  | -                               |
|  |   | Implement improvements to The Arts teaching and learning programmes. |  | Academic achievement            |
|  |   |  |  | Learning attributes             |
|  |   |  | Implement improvements to Science teaching and learning programmes | Academic achievement            |
| <b>IMPROVING STUDENT AND STAFF WELLBEING</b> <ul style="list-style-type: none"> <li>promote good wellbeing behaviours</li> <li>implement restorative practices</li> <li>empower students/staff to lead and take increasing self-responsibility for their wellbeing</li> </ul>  | 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                                  | -                               |
| <b>INCREASING STAFF AND TEAM CAPABILITY</b> <ul style="list-style-type: none"> <li>increase teacher capability in subjects beyond literacy and numeracy</li> <li>lead quality learning programmes that capitalise on contexts, strategies and approaches that work for all our learners</li> <li>increase internal evaluation practices at a governance level</li> </ul> | 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              | -                               |
| <b>IMPROVE WHĀNAU ENGAGEMENT</b> <ul style="list-style-type: none"> <li>improve approaches and strategies that enable parents and whānau to be informed, connected and engaged in their child's learning</li> <li>increase involvement of 'hard to reach' whānau</li> </ul>  | PLD for trustees and leaders focused on internal evaluation | Implement improved internal evaluation practices                     | Embed internal evaluation  | Academic achievement            |
|  | Understand real and perceived barriers                      |  |  | Increase whānau involvement     |
|  |   | Implement new approaches to deepening whānau engagement              | Embed successful engagement approaches and practices               | Student attendance              |

# MEASUREMENT



| MEASURE   | BASELINE 2019  | 2020 TARGET   | 2021 TARGET                                    | 2022 TARGET                         |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
|---|--|---|--|-------------------------------------|--------------------------|------|------|------------------------|-------|-------|---|-------|-------|--|-------|-------|--|-------|-------|---------------------------------------|-------|-------|---|---|---|---|---|---|
| <div><b>ACHIEVEMENT</b><ul style="list-style-type: none"><li>Overall teacher judgements in specific curriculum areas</li><li>Develop a measure that goes beyond academic achievement e.g. cultural identity measure</li></ul></div>   | <table><thead><tr><th></th><th colspan="2">% 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.   |   |   |   |
|   | % 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   |  |   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>LEARNING ATTRIBUTES</b><ul style="list-style-type: none"><li>Survey to be developed</li><li>Assess student confidence, engagement and ambition</li><li>Triangulate data from students, parents/whānau and teachers</li><li>Leverage wellbeing survey and easTTle survey</li></ul></div> |  | xx% of students report feeling confident in their learning.<br><br>xx% of parents report their children feeling confident in their learning.<br><br>Teachers report xx% of students always/usually engaging and actively participating in their learning. |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>WELLBEING@SCHOOL STUDENT SURVEY</b><ul style="list-style-type: none"><li>Collect data from year 5-8 students</li></ul></div>  | <table><thead><tr><th></th><th colspan="2">% 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.<br><br>10% increase in students reporting they are never bullied by students.<br><br>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.<br><br>10% increase in students reporting they are never bullied by students.<br><br>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.<br><br>10% increase in students reporting they are never bullied by students.<br><br>5% reduction in students reporting that students are mean to them 1-2 times per week. |
|   | % 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%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>WELLNESS IN THE WORKPLACE SURVEY</b><ul style="list-style-type: none"><li>Survey to be developed</li><li>Leverage surveys that are already developed e.g. gallop</li></ul></div>  |  | Gather baseline data.<br><br>xx% of staff report a good work/life balance.<br><br>xx% of staff report the leadership and BOT take active steps to support the mental wellbeing of staff.  |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>SPORTING UPGRADE TIMELINE</b><ul style="list-style-type: none"><li>Include upgrade of courts surface, goal posts, bike racks etc</li></ul></div>  |  | Measure to happen against timeline.   | Measure to happen against timeline.            | Measure to happen against timeline. |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>WHĀNAU INVOLVEMENT</b><ul style="list-style-type: none"><li>Measure yet to be developed.</li></ul></div>  |  | Gather baseline data.<br><br>xx% of parents report their child/ren feeling confident in their learning.<br><br>Teachers report that they have had minimal to no contact with xx% of their students' parents/whānau this school year.                      |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| <div><b>STUDENT ATTENDANCE</b></div>  | <table><thead><tr><th></th><th colspan="2">% OF CHN</th></tr><tr><th>Attending school 90-100%</th><th>2018</th><th>2019</th></tr></thead><tbody><tr><td>Māori</td><td>47.2%</td><td>57.4%</td></tr><tr><td>Pasifika</td><td>46.3%</td><td>57.9%</td></tr><tr><td>Asian</td><td>84.0%</td><td>71.8%</td></tr><tr><td>Pākehā</td><td>66.7%</td><td>71.2%</td></tr><tr><td>All students</td><td>59.6%</td><td>66.8%</td></tr></tbody></table>   |   | % OF CHN                                       |                                     | Attending school 90-100% | 2018 | 2019 | Māori                  | 47.2% | 57.4% | Pasifika  | 46.3% | 57.9% | Asian  | 84.0% | 71.8% | Pākehā   | 66.7% | 71.2% | All students                          | 59.6% | 66.8% | 10% increase in Māori students attending 90-100%<br><br>10% increase in Pasifika students attending 90-100%<br><br>10% increase in All students attending 90-100% | 10% increase in Māori students attending 90-100%<br><br>10% increase in Pasifika students attending 90-100%<br><br>10% increase in All students attending 90-100% | 10% increase in Māori students attending 90-100%<br><br>10% increase in Pasifika students attending 90-100%<br><br>10% increase in All students attending 90-100% |   |   |   |
|   | % OF CHN   |   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| Attending school 90-100%  | 2018   | 2019  |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| Māori   | 47.2%  | 57.4%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| Pasifika  | 46.3%  | 57.9%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| Asian   | 84.0%  | 71.8%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| Pākehā  | 66.7%  | 71.2%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |
| All students  | 59.6%  | 66.8%   |  |                                     |                          |      |      |                        |       |       |   |       |       |  |       |       |  |       |       |                                       |       |       |   |   |   |   |   |   |

## 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   |
|---|--|--------------------------------------|---|-------------|---|
| <b>IMPLEMENT NEW WELLBEING APPROACHES AND STRATEGIES FOR STUDENTS</b> | 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      |   |
|   |  |                                      |   |             |   |
| <b>UPGRADE OUR SPORTING AREAS</b>                                     | 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 |   |
| <b>IMPLEMENT STAFF WELLBEING GOALS</b>                                | 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   |
|---|--|--------------------------|---|--------------|---|
| <b>PLD FOR TEACHERS<br/>FOCUSSED ON THE ARTS<br/>CURRICULUM</b>             | Implement staff development survey.  | Lead teacher & Principal | Lead teacher remuneration<br><br>PLD Budget | Term 1       | Increased teacher capability in providing enhanced teaching and learning programmes at Kahurangi.<br><br>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     |   |
| <b>PLD FOR TEACHERS<br/>FOCUSSED ON OUR NZ<br/>HISTORY AND IDENTITY</b>     | 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     |   |
| <b>PLD FOR TRUSTEES AND<br/>LEADERS FOCUSSED ON<br/>INTERNAL EVALUATION</b> | 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  |
|---|---|-------------|-----------|--------|---|
| <b>UNDERSTAND REAL AND PERCEIVED BARRIERS</b> | 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.