



# Charter 2020-2022



## Ko wai mātou? | Who are we?

Kahurangi School is a year 1-8 full primary school with a strong school culture and a diverse student population which is nestled at the bottom of the hills in Strathmore Park. We opened relatively recently (in February 2013) and our modern learning environment reflects this. Since opening we have more than doubled in size and now have approximately 270 pupils and twelve learning spaces. To us though, regardless of our size the most important thing is knowing that parents and whānau are excited to have their children join our school knowing it is the right place of learning for their tamariki. We take pride that our children like school. We are proud of the good reputation we have amongst our whānau and the wider community. We are driven to work hard every day to ensure that our good reputation continues and school is an enjoyable and safe place for our children to be.

We understand that school isn't solely about academic and curriculum achievements. It is also about having fun and creating lifelong learners who are emotionally and socially equipped to engage in life beyond our school setting within their community. We are focussed on helping and supporting our tamariki to be good, confident, kind people who can relate with anyone and make good decisions. This is demonstrated in our high behaviour expectations, our very specific focus on student wellbeing, and our restorative approach when they face difficulties and challenges in their relationships.

At Kahurangi we strongly value working together with whānau and their tamariki. We place a big emphasis on getting to know all our whānau and children. We provide an inclusive community and welcome children and families from all cultural backgrounds knowing and believing that diversity in fact adds to the richness of our kura.

## Tō mātou moemoeā | 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.

We want our tamariki to achieve, succeed and excel whilst understanding that at times they will need to take risks, be prepared to make mistakes, try hard and not give up.





# STRATEGIC PLAN

# 2020 2022

TŌ MĀTOU WAWATA | OUR ASPIRATIONS

TŌ MĀTOU MOEMOEĀ | 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.

TŌ MĀTOU WHĀINGA | OUR STRATEGIC GOALS

1. Enhance our learning environment
2. Improve student and staff wellbeing
3. Increase staff and team capability
4. Grow whānau engagement

EMPOWERING  
OUR  
LEARNERS

GROWING  
A GREAT  
TEAM

DEEPENING  
WHĀNAU  
PARTNERSHIPS

OUR PRINCIPLES

AHUREA | CULTURE

AHIKĀROA | COMMUNITY

POUTAMA | LEARNING

WHAKAHĪ | PRIDE

## TIROHANGA WHĀNUI | OVERVIEW

KA MURI TE WHĀINGA   STRATEGIC GOALS	2020 INITIATIVES	2021 INITIATIVES	2022 INITIATIVES
WHAKAKAHA AKE TE WĀHI AKO   ENHANCE OUR LEARNING ENVIRONMENT	Waka Pahī interior refurbishment		
		Reduce class sizes	5YA Works
	Sports Court Upgrade		
WHAKAPIKI AKE TE HAUORA O TE KURA   IMPROVE STUDENT AND STAFF WELLBEING	Implement restorative practices	Social coaching professional learning and development (renamed) for staff	Social coaching
		Incredible Years professional learning and development for staff	
	Introduce staff wellbeing goals	Engage a school counsellor for students	Wellbeing support for tamariki
		Professional supervision for school staff	Wellbeing support for staff
WHAKAPAKARI AKE NGĀ KAIMAHI ME NGĀ KAIURUNGĪ O TE POARI   INCREASE STAFF AND BOT CAPABILITY	Arts professional learning and development for teachers		Targetted professional development
	Professional learning and development for teachers focussed on our NZ history and identity	Engage with the new 'Aotearoa New Zealand Histories' curriculum strand	
		Staff induction	Transitioning new staff
		Raising leaders	
	Professional learning and development for trustees and leaders focused on internal evaluation	Improve self review processes and practices	
			Board succession planning
KIA TŌIA MAI NGĀ WHĀNAU   GROW WHĀNAU ENGAGEMENT	Understand real and perceived barriers in regards to whānau engaging with school	Implement new approaches to deepening whānau engagement	Engaging whānau during pandemic times
		Provide whānau learning opportunities	Introduce HERO (online sharing platform) to support engagement particularly during pandemic times

## TE WHAKATINANATANGA O TE TIRITI O WAITANGI | COMMITMENT TO TE TIRITI O WAITANGI

As a school and community we will commit to honouring Te Tiriti o Waitangi and its articles and ensure it is front and center of everything we do. This will empower ākonga Māori and their whānau to assist with the co-design of the learning of our school. At Kahurangi we will be focused on ensuring that our staff work well and respond with excellence to the needs of Māori learners and their whānau, and to the aspirations of those whānau and iwi so that ākonga Māori can succeed as Māori. Kaiako and staff development will aim to build and strengthen their cultural capability and understanding. Our school curriculum will support our kaiako and ākonga to understand the history and importance of Te Tiriti o Waitangi and the long term impacts of colonisation on Māori.

Kahurangi School will continue to work towards the normalisation of te reo and tikanga Māori by ensuring ākonga are given every opportunity to learn and use te reo Māori daily, and by embedding tikanga Māori into all school practices. Through this ākonga will gain a deeper understanding of biculturalism upon which a greater understanding of multiculturalism will be fostered.

### Ngā Whāinga - Goals

- Stronger whānau Māori engagement
- Stronger Māori participation and success
- Better equitable outcomes for ākonga Māori
- Ensure planning, decision making and reporting processes demonstrate conscious consideration of Māori learners and communities.
- Strengthen the te reo capability of our staff and tamariki.

## TE MAHERE-A-TAU | ANNUAL PLAN 2022

### STRATEGIC GOAL 1 | WHAKAKAHA AKE TE WĀHI AKO | ENHANCE OUR LEARNING ENVIRONMENT TO CREATE A SCHOOL THAT IS SAFE AND ENGAGING AND PROVIDES A TŪRANGAWAEWAE FOR ALL

Initiatives	Strategies	Responsible	Resources	Time frame	Success indicators
WAKA PAHĪ INTERIOR REFURBISHMENT	<ul style="list-style-type: none"> <li>• Complete development of design in preparation for tender</li> <li>• Tender process and contractor selection</li> <li>• Complete timeline for phased progression and construction</li> <li>• Phased construction</li> </ul>	Board Property Committee	5YA Funding	Jan-Dec	<ul style="list-style-type: none"> <li>• The Waka Pahī space is ready to use for the 2023 school year</li> <li>• The space is refurbished to a spec that matches our 'new' areas of the school</li> <li>• The space allows teachers to teach in ways that are student-centred, often small group, needs-based teaching</li> <li>• The breakout spaces are usable in varied ways</li> </ul>
5YA WORKS	<ul style="list-style-type: none"> <li>• Improve Waka Pūhara (Block B) acoustics</li> <li>• Replace Waka Rimu (Block A) north facing external windows and doors</li> <li>• Replace Broadway external fire doors</li> <li>• Remedy the WRN issue associated with the externally mounted sprinkler heads between the main teaching blocks</li> </ul>		5YA Funding	Jan-Dec	<ul style="list-style-type: none"> <li>• The level of sound doesn't interfere with teaching and learning programmes</li> <li>• School buildings are functioning as they should</li> </ul>
SPORT COURTS UPGRADE	<ul style="list-style-type: none"> <li>• Phase 1 construction: remove all asphalt and base course</li> <li>• Phase 2 construction: curb and channel install, hoop install</li> <li>• Install new asphalt</li> <li>• Phase 3 construction: Laykold surface install, netball hoops and court markings</li> </ul>		SIP Funding	Term 1	<ul style="list-style-type: none"> <li>• Our aged sport court is refurbished with all weather turf which supports all our children to engage in sport and achieve</li> </ul>

**STRATEGIC GOAL 2 | WHAKAPIKI AKE TE HAUORA O TE KURA | IMPROVE STUDENT AND STAFF WELLBEING  
BY ENSURING WE TIAKI, MANAAKI AND AWHI OURSELVES AND ONE ANOTHER**

Initiatives		Strategies	Responsible	Resources	Time frame	Success indicators
TAMARIKI	SOCIAL COACHING	<ul style="list-style-type: none"> <li>• Modelling of an effective circle time for staff</li> <li>• Up-skill new staff in our social and restorative practises</li> <li>• Provide ongoing PLD for staff</li> <li>• Sharing of resources and ideas</li> <li>• Create a social coaching drive</li> <li>• Communicate and share practises with whānau</li> </ul>	Within School Lead   Ruth Cooper	PLD Funds	Terms 1-4	<ul style="list-style-type: none"> <li>• Positive and respectful relationships are apparant across the school e.g. student to student, staff to student, staff to staff</li> <li>• Tamariki and staff have best practice tools and techniques to support them in managing positive and respectful relationships</li> </ul>
	WELLBEING SUPPORT	<ul style="list-style-type: none"> <li>• Counsellor lead whānau workshops on key topics e.g. anxiety</li> <li>• Monitor student wellbeing e.g. survey</li> <li>• Target support towards students who need it most</li> </ul>	Principal	\$20k to fund counsellor	Terms 1-4	<ul style="list-style-type: none"> <li>• Tamariki and whānau have access to professional support when dealing with stressful issues</li> <li>• Our tamariki experience improved mental health</li> <li>• Issues that tamariki and whānau are facing don't escalate out of their control</li> </ul>
STAFF	WELLBEING SUPPORT	<ul style="list-style-type: none"> <li>• Provide professional supervision to those who need it</li> <li>• Ask staff what they need e.g. staff wellbeing survey</li> <li>• Wellbeing Wednesdays</li> <li>• Setting parameters around workload and hours worked</li> <li>• Setting parameters around out of hours emailing and communication</li> </ul>	Principal	Professional supervision funds	Terms 1-4	<ul style="list-style-type: none"> <li>• Increased staff performance and productivity</li> <li>• Better staff retention</li> <li>• Staff report they feel well supported</li> <li>• Strong employer/employee relationships</li> <li>• Improved health and wellness of staff</li> <li>• Reduce absenteeism rates</li> <li>• Staff enjoy a good work life balance</li> </ul>

**STRATEGIC GOAL 3 | WHAKAPAKARI AKE NGĀ KAIMAHI ME NGĀ KAIURUNGĪ O TE POARI | INCREASE STAFF AND TEAM CAPABILITY TO CONTINUE TO STRENGTHEN OUR ABILITY TO HELP REALISE THE UNLIMITED POTENTIAL OF OUR TAMARIKI**

Initiatives		Strategies	Responsible	Resources	Time frame	Success indicators
STAFF	TRANSITIONING NEW STAFF	<ul style="list-style-type: none"> <li>Update Induction booklet</li> <li>Consult recently transitioned staff about what was helpful and gaps</li> <li>Provide PLD pertinent to new staff</li> <li>Assign mentors and buddies for new teachers</li> <li>Leaders regularly check in with new staff</li> <li>Provide teacher release provision to come up to speed if required</li> </ul>	Leadership Team	Leadership Release Teacher Release	Terms 1-4	<ul style="list-style-type: none"> <li>New staff are familiar with our Kahurangi procedures and way we do things</li> <li>New staff feel well supported and are helped in a timely manner</li> <li>New staff are clear about school expectations and follow them</li> <li>New staff thrive at Kahurangi and come up to speed quickly</li> </ul>
	TARGETTED PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>HERO training for staff</li> <li>Introduce professional growth cycle for all staff</li> <li>Utilise Kahurangi staff expertise</li> <li>Outsource for areas that cannot be catered for within our team</li> <li>Explicit focus on our priority areas</li> <li>Embed 2021 Arts professional development</li> </ul>		PLD Funds	Terms 1-4	<ul style="list-style-type: none"> <li>PLD results in improved teacher/staff practice and effectiveness</li> <li>Improvements in student learning outcomes</li> <li>Teachers/staff share ideas and collaborate in their learning</li> <li>Teachers/staff use models of effective practice</li> <li>Teachers/staff have time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice</li> </ul>
	RAISE LEADERS	<ul style="list-style-type: none"> <li>Restructure our leadership team to increase capability and capacity</li> <li>Coach and mentor teachers to take on new leadership roles</li> <li>Established leaders check in regularly with 'new' leaders</li> </ul>		Leadership Release Teacher Release	Terms 1-4	<ul style="list-style-type: none"> <li>Leadership is effective across the school</li> <li>New leaders feel supported in their roles and are effective in their position</li> </ul>
BOARD	IMPROVE SELF REVIEW PROCESSES & PRACTICES	<ul style="list-style-type: none"> <li>Ensure our policies and procedures support strong health and safety practices</li> <li>Utilise the 'Safe365' software to assess, improve &amp; monitor our health and safety procedures</li> <li>Follow and engage in the SchoolDocs Review and Board Assurance Schedule</li> <li>Follow MoE and MoH guidance and direction in regards to Covid matters</li> </ul>	Board	Safe365 software subscription  School Docs Subscription  MoE and MoH Covid Guidance	Terms 2-3	<ul style="list-style-type: none"> <li>Policies and procedures provide a good roadmap for day-to-day operations for all stakeholders</li> <li>Our policies ensure compliance with laws and regulations</li> <li>Give guidance for decision-making and streamline internal processes</li> </ul>
	BOARD SUCCESSION PLANNING	<ul style="list-style-type: none"> <li>Agree on key priorities for the Board and design our meeting structure to support this</li> <li>Plan a strategy for attracting new Board members e.g. shoulder tap potential new Board members who have knowledge and skills, network with the wider community, hold whānau meetings</li> <li>Share and publicise NZSTA Board election promotional material with school whānau to stimulate interest and encourage standing</li> </ul>		No funds required	Terms 2-3	<ul style="list-style-type: none"> <li>We'll have at least 5 parent representatives stand in the elections</li> <li>Our whānau community will engage in the Board election process whether standing or voting</li> <li>Our 'new' Board members will reflect the diversity of our community</li> <li>Our 'new' board members will reflect the best skills, experience and know-how that our school community has to offer</li> </ul>

**STRATEGIC GOAL 4 | KIA TŌIA MAI NGĀ WHĀNAU | GROW WHĀNAU ENGAGEMENT  
BECAUSE SUCCESS IS BEST WHEN IT IS SHARED**

Initiatives	Strategies	Responsible	Resources	Time frame	Success indicators
ENGAGING WHĀNAU DURING PANDEMIC TIMES	<ul style="list-style-type: none"> <li>Coach and support teachers to be proactive in reaching out to whānau in varied ways</li> <li>Check in with whānau in regards to how they are doing and link them with community support (as a way of growing relational trust)</li> <li>Counsellor lead whānau workshops on key topics e.g. anxiety</li> </ul>	Leadership Team			<ul style="list-style-type: none"> <li>Relationships between home and school are successful</li> <li>There is timely two-way communication between school and whānau</li> <li>Whānau engage in their children's education</li> <li>Relational trust between whānau and the school will grow</li> </ul>
INTRODUCE HERO (ONLINE SHARING PLATFORM) TO SUPPORT ENGAGEMENT PARTICULARLY DURING PANDEMIC TIMES	<ul style="list-style-type: none"> <li>Share promotional materials including 'how to' support</li> <li>Streamline communication through HERO</li> <li>Provide training for whānau</li> </ul>	Principal	HERO subscription	Terms 1-3	<ul style="list-style-type: none"> <li>Whānau can access important school information</li> <li>Whānau are up-to-date with information</li> <li>Whānau use the HERO App in multiple ways e.g. reporting absence, communicating with the teacher, trip permissions</li> </ul>

**2022 TARGETS**

WELLBEING	<p>At least 80% of Y4-8 tamariki report;</p> <ul style="list-style-type: none"> <li>they feel safe</li> <li>everyone knows the rules</li> <li>they know what to do if bullying occurs</li> <li>they are taught how to manage their feelings</li> <li>they are never bullied at school</li> </ul> <p>Reduce our number of standdowns by 50%.</p>
WRITING	56.5% of Māori are achieving at or above expectations for their year level in writing. We want to increase this group size to at least 80% of learners achieving at or above.
READING	64% of Pasifika learners are achieving at or above expectations for their year level in reading. We want to increase this group size to at least 85% of learners achieving at or above.
MATHEMATICS	66.4% of female learners are achieving at or above expectations for their year level in mathematics. We want to increase this group size to at least 85% of learners achieving at or above.
TE REO MĀORI	Currently we have no measure of how our learners are achieving in te reo Māori. We want to set expectations to enable us to assess how our learners are achieving in te reo Māori to enable us to benchmark improvements in the future.