



Te Kowhai School is a U5 decile 10 Full Primary placed in an idyllic rural setting a short distance from Hamilton City. We are in a fast-developing semi-rural area, just 5 minutes from The Base & Te Awa Shopping Centre.

Our school has embraced change and has developed Innovative Learning Environments where teachers work collaboratively meeting the needs of learners.

We are fortunate to have a community supportive of the school's vision. There is a proud history, which provides a foundation for student achievement. Events such as Agricultural Day and Harvest Festival are important traditions.

We have an amazing team of passionate and professional staff. Their goal is to provide a positive and engaging learning environment. Teachers and learners are supported by a large team of support staff.

We are part of the 'He Waka eke Noa' Community of Learning. 14 schools collaborate together to help support the needs of our learners.



CHARTER OVERVIEW 2020 – 2022



STRATEGIC GOALS:

Strategic Goal 1:

Targeted and deliberate teaching practice will positively impact the progress of all learners.

Strategic Goal 2:

Cultures, languages, identities and wellbeing will be nurtured. (Ako)

Strategic Goal 3:

A responsive curriculum will connect to students' lives, community and environment.



SCHOOL VISION:

At Te Kowhai School we recognise that the world is undergoing rapid social, economic and technological change. We need to prepare and equip our children (and adults) to be adaptable to meet these changes.

Our vision captures our unique history, present day and future aspirations.



SCHOOL VALUES:

The values we live by at Te Kowhai School confirm our school vision and are evident in the way we relate to others. Our values are the important qualities we stand for.

*"Values are part of the everyday curriculum – encouraged, modelled, and explored. (The New Zealand Curriculum ~ **Ministry of Education**)"*

Our values are carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our school community.

Our values reflect the "heart" of the school. PRIDE forms the acronym for our values: Partnership; Respect; Integrity; Drive; Excellence

LEARNER QUALITIES



The New Zealand Curriculum identifies five key competencies. People use these competencies "to live, learn, work and contribute as active members of their communities". (~ The New Zealand Curriculum, Ministry of Education (2007))

The Key Competencies are:

- THINKING
- USING LANGUAGE, SYMBOLS AND TEXTS
- MANAGING SELF
- RELATING TO OTHERS
- PARTICIPATING AND CONTRIBUTING

The Key Competencies are integrated through our Learners' Qualities.

The learner qualities were developed after extensive professional learning and consultation. These are a representation of our beliefs about powerful learning and our aspirations and vision for our learners.

He Waka Eke Noa - Kahui Ako Strategic Goals

Te Kowhai School is part of a Community of Learning. Our strategic goals align with the ** goals below:

**Strategic Goal One: Efficacy - to build teacher & leader capabilities, through collaborative inquiry and effective teaching and learning.

**Strategic Goal Two: Learner Agency - to grow learner agency through culture and identity, partnership, voice and ownership.

Strategic Goal Three: Powerful Partnerships - to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.

**Strategic Goal Four: Culturally Responsive Practice - to value diversity; and validate culture, languages and identity.

COMMITMENT TO TE TIRITI O WAITANGI



At Te Kowhai school we ensure the cultures, languages, wellbeing and identities of all students are valued and visible in the life of the school. We value honourable relationships whereby Maaori and all other New Zealanders (students and community) recognise, and understand, that Te Tiriti o Waitangi is a commitment and promise to take the best possible care of each other (Education Council, 2017).

We aim to do this by:

- Strengthening our understanding of Te Tiriti o Waitangi and how we can honour the articles of Te Tiriti in our planning and teaching experiences.
 - a. Kāwanatanga - Honourable Governance
 - b. Rangatiratanga - Agency
 - c. Ōritetanga - Equity
- Developing culturally responsive practices, and curriculum, that reflects Aotearoa New Zealand's rich cultural diversity and the unique status of tangata whenua.
- Monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Maaori learners.

- Providing learning where the wellbeing, identity, language and culture of Māori and non Māori learners are celebrated and affirmed.
- Strengthening our staff knowledge of te reo Maaori and tikanga Maaori within a Tainui context.
- Promoting the regular use of te reo and tikanga in our Learning Communities.
- When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps and:
 - Discuss with the parents the ways the school currently involves Te Reo and Tikanga Maaori in school life and programmes;
 - Discuss with the parents the possibility of the student having access to Te Reo in the home;
 - Where appropriate, support an application for dual enrolment at Correspondence School for the student/s, and provide staff assistance.
 - Explore other schools as possible options

STRATEGIC GOALS 2020 - 2022

Strategic Goal	Strategic Initiatives (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022
<u>Strategic Goal 1:</u> Targeted and deliberate teaching practice will positively impact the progress of all learners.	1.1 Strengthen teachers' ability to be deliberate with formative assessment, planning and teaching.	1.1 Learner needs are addressed through explicit classroom planning and learning programmes.	1.1 Teachers know who, how, why and what they are teaching and there is evidence of improved learning.			
	1.2 Grow student agency	1.2 Students can articulate the what, why and how of learning and can share it with their teachers and whaanau. They can identify their next steps.	1.2 Students can explain their learning process.			
	1.3 Implement coherent systems and processes to track learners .	1.3 Accurate data is used consistently to inform teacher planning and practice.	1.3 All learner progress is tracked and monitored consistently.			
Strategic Goal	Strategic Initiatives (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022
<u>Strategic Goal 2:</u> Cultures, languages, identities and wellbeing will be nurtured. (Ako)	2.1 All students take part in learning that embraces language, culture and identity.	2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity.	2.1 Our students value diverse languages, identities and culture. These are visible at school.			
	2.2 Priorities are placed around staff and student wellbeing.	2.2 Staff and students feel valued and respected.	2.2 Staff and students report that they feel a strong sense of personal and professional wellbeing.			
	2.3 Establish partnerships with local iwi.	2.3 School and local iwi collaborate together	2.3 Our school enjoys a strong reciprocal relationship with mana whenua and our local marae.			
Strategic Goal	Strategic Initiatives (what will we do)	Desired Outcomes (what would this look like)	Success indicators (measure of success in 3 years)	2020	2021	2022
<u>Strategic Goal 3:</u> A responsive curriculum will connect to students' lives, community and environment.	3.1 Design and implement a curriculum that reflects the Te Kowhai vision, values and learner qualities and incorporates all learning areas.	3.1 Visible links between all parts of our curriculum. (e.g. Vision, Values, Learner Qualities and all learning areas)	3.1 All stakeholders can describe what learning looks like across the curriculum.			
	3.2 Provide opportunities for students to engage in authentic problem solving and inquiry based learning.	3.2 Students are engaged in deep learning across the curriculum.	3.2 All learners are contributors in a STEAM curriculum that transfers across curriculum areas.			
	3.3 Utilise local community resources (human, environmental, cultural, social) to support learning.	3.3 Multiple people supporting and engaging in learning.	3.3 As a school we engage with many community stakeholders and students and report on the positive impact of this.			

ANNUAL IMPLEMENTATION PLAN 2020

Strategic Goal 1: 2020

Targeted and deliberate teaching practice will positively impact the progress of all learners.

Strategic Initiatives & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Progress/Review: (mid/end year)
Strategic Initiative: 1.1 Strengthen teachers' ability to be deliberate with formative assessment, planning and teaching. Desired Outcome: 1.1 Learner needs are addressed through explicit classroom planning and learning programmes.	Investigate and implement professional development that responds to teacher needs. <ul style="list-style-type: none"> Work with staff and students to identify needs Utilise staff expertise Engage with external professional learning provider 	Lead Team <i>Linked to target areas</i>	Staff development budget	Term 1 Term 2 Term 3	
	Teachers work through a collaborative Inquiry process to notice, recognise and respond to the needs of our priority learners. (assessment, planning and evaluation of teaching)	All staff Led by Team Leaders <i>Linked to target areas</i>	Lead team release New team leader role	Ongoing 2020	
	Consistent planning expectations are implemented: <ul style="list-style-type: none"> Teachers share planning formats Agree on essential planning elements 	Nikki <i>Linked to target area</i>		End of Term 2	
	Develop a robust and sustainable process for appraisal.	Lead Team <i>Linked to target area</i>	Lead team release	Developed in T1 Then ongoing	
	Learning Support Co-ordinator role established and embedded	Rochelle Moorfield Juliet Dickinson, Nikki Willis	LSC funding	Job desc T1 T2-4 embedding	
Strategic Initiative: 1.3 Implement coherent systems and processes to track learners. Desired Outcome: 1.3 All learner progress is tracked and monitored consistently.	Manageable processes to track and monitor learners are embedded, sustained and cohesive. <ul style="list-style-type: none"> Establish procedures in team meetings to share evidence Review moderation processes (maths initially, then literacy) 	Lead Team <i>Linked to target area</i>	Lead team release New team leader role	Ongoing 2020	
	Termly OTJs recorded and progress analysed	Teachers - LC analysis Team Leaders to oversee team-wide analysis Nikki to report to BOT on school-wide progress <i>Linked to target area</i>	Team meeting time	End of each term.	

Strategic Goal 2: 2020

Cultures, languages, identities and wellbeing will be nurtured. (Ako)

Strategic Initiatives & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Progress/Review: (mid/end year)
Strategic Initiative: 2.1 All students enjoy and achieve education success that embraces language, culture and identities. Desired Outcome: 2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity.	Grow teacher knowledge and practice around culturally responsive pedagogies.	Shirley Hazel <i>Linked to target area</i>	Within School Leader	Term 1	
	Embed the articles of Te Tiriti o Waitangi in planning and teaching.	Shirley / Alex Hotere-Barnes Team Leaders	Staff Development budget	Initiated in Term 1 and ongoing	
	Create authentic opportunities for whaanau to engage in their child's learning (whanaungatanga, kotahitanga).	Teachers (Shirley / Linda)		Term 2 Term 4	
Strategic Initiative: 2.2 Priorities are placed around staff and student wellbeing. Desired Outcome: 2.2 Staff and students feel valued and respected.	Establish a Wellbeing framework	Nicki / Shirley	Wellbeing budget Within School leader		
	Feedback from staff regarding the impact of new and existing initiatives are sought and acted on	Juliet		Termly	
	Streamline schoolwide practices around positive behaviour for learning	Nikki / Nikaela		Review current process Term 2	
2.3 Establish partnerships with local iwi.	Initiate and maintain a working relationship with local iwi.	Juliet / Shirley		Term 2	
	Identify all Tainui learners and help develop their tribal connections (Tainui Matrix)	Shirley (WSL)		Term 2	

Strategic Goal 3: 2020

A responsive curriculum will connect to students' lives, community and environment.

Strategic Initiatives & Outcomes	Actions:	Who is responsible:	Budget / resourcing:	By when:	Progress/Review: (mid/end year)
Strategic Initiative: 3.1 Design and implement a local curriculum that reflects Te Kowhai vision, values and learner qualities and incorporates all learning areas. Strategic Outcome: 3.1 Visible links between all parts of our curriculum. (e.g. Vision, Values, Learner Qualities and all learning areas)	Develop a clear framework or progression is in place to scaffold and track coverage of all curriculum areas, strands and contexts.	Lead team Unit holders Class teachers		Term 4	
	PLD around local curriculum design	Shirley / Linda Lead Team	Staff Development	Term 4	
	Revise and re-word our Vision, values and Learner Qualities and communicate and embed these changes.	Lead team with staff input	Signage	Term 4	
Strategic Initiative: 3.2 Provide opportunities for students to engage in authentic problem solving and inquiry based learning. Strategic Outcome: 3.2 Students are engaged in deep learning across the curriculum.	Review, refine and embed our inquiry/play learning model and begin exploring SOLO.	Lead team Rachel / Cherie	Play unit	T2 Review / refine T3 /T4 embedding	
	Teachers to become familiar with the revised Digital Technologies curriculum and working towards integrating this across learning areas.	Shirley / Hazel	Digital Technologies Unit		
	Engage community in learning by hosting relevant and timely celebration events.	Lead team Classroom teachers		Each LC to host 1-2 celebrations per year.	
	Learn local histories	Shirley / Linda Classroom teachers		Term 4	

ANNUAL TARGETS 2020

Achievement Target 1- Learning - MATHS

Strategic Goal

Targeted and deliberate teaching practice will positively impact the progress of all learners.

Annual Target

To accelerate* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in numeracy.

*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

Based on whole school 2019 end of year data in Numeracy and those students who still remain at Te Kowhai, the following will be our target group;

Of the 57 students who are not at the expected level we will accelerate 57 students. (28 Boys and 29 Girls)

Baseline Data:

The following groups are below or well below: (based on end of 2019 OTJs).

With a specific focus on those that are Maori and/or boys.

Boys – students (32/ 139 = 23%) Girls – students (36/139 = 26%)

Non-Maori – students (59/258 = 22%) Maori – students (9/20 = 44%)

Key Improvement Strategies: What?	When?	Who?	Expected Outcomes <i>What will we see as a result of this?</i>
Unit holder position created and filled	T1	Lead Team	Clear action plan for Maths developed, implemented and monitored.
Weekly collaborative team meetings targeting priority learners through a revised student tracking system/process.	Throughout the year, beginning in Term 1. Fortnightly team meetings	Teachers Lead Team	Accelerated progress for learners. Evidence of well tracked and monitored learning and progress. Termly OTJs will show the progress being made. Progress of selected priority learners is clear and available in folders.
Refine our pedagogical approaches in numeracy (including formative assessment practices) and ensure these are cohesive across the school.	T 2 - 3	Madi / Nikki Teachers	Refined pedagogical approaches in numeracy (including formative

Strengthen moderation processes.		Team Leaders	assessment practices) and are cohesive across the school.
<p>Refine the use of Linc Ed to track and monitor all students (including target students). (Staff and parent feedback)</p> <p>Template set up where teachers can show achievement and progress twice a year to parents, that is easy for both teachers and parents to understand and gauge where the child is at.</p>	<p>T1</p> <p>T2</p>	Nikki	All stakeholders are clear about how students are progressing and achieving in Maths.
<p>Professional Development within numeracy (through the lens of formative practices within our conceptual learning framework).</p> <p>Contact made with Bruce Moody to see if he is available to help provide PLD in numeracy for our Teachers and Learning Assistants.</p>	<p>T2 - 4</p> <p>T1</p>	Madi / Nikki	Teachers' pedagogical knowledge in Maths will grow
<p>Student's goals need to be more specific and clearly understood so that students and parents have clarity.</p> <p>Linc Ed goals will be reassessed and synthesised where possible making it a more manageable process for teachers and students.</p>	T1 - 2	Madi / Nikki	Goals are streamlined across the school.
The development of a conceptual curriculum to encourage increased engagement / motivation / authenticity.	Throughout the year, beginning at Teacher Only Day and fortnightly thereafter at staff meetings.	Lead Team	Students engaged in authentic learning relevant to their interests and needs

Achievement Target 2 - Learning LITERACY

Strategic Goal

Targeted and deliberate teaching practice will positively impact the progress of all learners.

Annual Target

To accelerate* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in literacy.

*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

Based on whole school 2019 end of year data in Reading and those students who still remain at Te Kowhai, the following will be our target group;

Of the 47 students who are not at the expected level we will accelerate 47 students. (29 Boys and 18 Girls)

Based on whole school 2019 end of year data in Writing and those students who still remain at Te Kowhai, the following will be our target group;

Of the 35 students who are not at the expected level we will accelerate 35 students. (22 boys and 13 girls)

Baseline Data Reading:

The following groups are below or well below in Reading: (based on end of 2019 OTJs).

With a specific focus on those that are Maori and/or boys.

Boys – students (30/139 = 22%) Girls – students (24/139 = 17%)

Non-Maori – students (52/258 = 13%) Maori – students (6/20 = 28%)

Baseline Data Writing:

The following groups are below or well below in Writing: (based on end of 2019 OTJs).

With a specific focus on those that are Maori and/or boys.

Boys – students (28/139 = 20%) Girls – students (22/139 = 15%)

Non-Maori – students (46/258 = 13%) Maori – students (9/20 = 22%)

See our analysis of variance from 2019 which outlines the current scenario.

Key Improvement Strategies: What?	When?	Who?	Expected Outcomes <i>What will we see?</i>
Focussed collaborative team meetings every week based around priority learners utilising a fully revised student tracking system/process.	Throughout the year, beginning in Term 1. Fortnightly team meetings	Team Leaders	Progress of selected priority learners is clear and available in folders. Accelerated progress for learners. Evidence of well tracked and monitored learning and progress. Termly OTJs will show the progress being made.
Refine our pedagogical approaches in literacy (including formative assessment practices) and ensure these are cohesive across the school. Strengthen moderation processes via newly implemented team meetings.	T 2 - 3	Team Leaders Teachers Nikki	Refined pedagogical approaches in numeracy (including formative assessment practices) and are cohesive across the school.

Refine the use of Linc Ed to track and monitor all students (including target students).	T1	Nikki	All stakeholders are clear about how students are progressing and achieving in Literacy.
Student's goals need to be more specific and clearly understood so that students and parents have clarity.	T1 - 2		Goals are streamlined across the school.
The development of a conceptual curriculum to encourage increased engagement / motivation / authenticity.	Throughout the year, beginning at Teacher Only Day and fortnightly thereafter at staff meetings.	Team Leaders Lead team	Students are engaged in a range of learning experiences across the curriculum.

Achievement Target 3 - CULTURE AND IDENTITY

Strategic Goal

Cultures, languages, wellbeing and identities will be nurtured. (Ako)

Annual Target

2020 -All of our students understand identity, and can share who they are and where they have come from.

Baseline Data:

Through the school parent survey that was completed towards the end of 2019, parents stated they would like their children to be exposed to a range of cultures as they realise that Te Kowhai is in it's own little bubble.

Teachers have also voiced that our students need to show empathy towards others who are different to them.

Key Improvement Strategies: What?	When?	Who?	Expected Outcomes <i>What will we see?</i>
Grow teacher knowledge and practice around culturally responsive pedagogies.	Throughout the year, beginning at Teacher Only Day	Shirley / Hazel	Teachers will be clear about what culturally responsive pedagogies are, how we engage with this at Te Kowhai and where their strengths and growth areas lie.
Embed the articles of Te Titiri o Waitangi in planning and teaching.	Throughout the year, beginning at Teacher Only Day	Shirley / Alex Hotere-Barnes Team Leaders	Learning experiences can be clearly linked to Te Tiriti.
Create authentic opportunities for whaanau to engage in their child's learning (whanaungatanga, kotahitanga).	Events throughout the year	Teachers (Shirley / Linda)	Waanau are involved in a wide range of learning both at school and at home.

Establish a Wellbeing framework	Term 1 - 2	Nicki / Shirley	'Our Way' in terms of Wellbeing at Te Kowhai is clearly articulated.
Feedback from staff regarding the impact of new initiatives is sought and acted on	Term 4	Juliet	Staff voice contributes to decisions made.
Streamline schoolwide practices around positive behaviour for learning (including behaviour guidelines, PRIDE awards and restorative practices)	Throughout the year, beginning T1	Nikki / Nikaela	All stakeholders are clear about how our values are celebrated across the school.