



Maungaraki School Charter 2016 - 2018

**Passion for learning
Excellence in life**



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Maungaraki School Strategic Plan 2016-2018

The Maungaraki School community wants their children to grow up in a world in which their talents are unleashed on what matters most. We believe that it is our job to collectively help children to master Literacy and Mathematics, while preparing them for an ever changing and complex world.

We must provide them with an environment where they apply their learning in real world contexts. We must equip them with the skills to cope with uncertainty and differing perspectives, to be creative and innovative, to work with different kinds of people and to ask effective questions.

We are privileged to have responsibility for these children at a crucial age and value the support of our community as we continually strive to achieve our aims.

Through the initial stages of 2015 the school community was surveyed, and we, the staff and the Board, got together to review the vision, mission and values for Maungaraki School.

A great group of people came up with an excellent result that we are proud to put down in the Maungaraki School Strategic Plan. You will notice many similarities between the priorities of this plan and those of our previous plan.

The review we have carried out confirms the direction of the school, and reinforces our belief in the intent of our vision, mission and values. Let us share it with you...

Our Vision

Passion for Learning: Excellence in Life!

Our Mission

Together, we create a rich environment that inspires learners to seize present and future opportunities.

Our Values

Maungaraki School and its community identified a set of values that are important to us. We believe that everyone in and around our school should demonstrate these values.

RESPECT
MANAAKI

RELATIONSHIPS
WHANAUNGATANGA

INDEPENDENCE
MANA MOTUHAKE

PERSISTENCE
TU TONU



The Maungaraki Learner - Our Graduate Profile

By the time learners leave us at the end of Year 8, we expect they will have...

The Knowledge to...

- Use Literacy and Numeracy skills at or above expected levels
- Be effective seekers and users of knowledge across the curriculum
- Make sensible choices in their use of ICT tools
- Connect with their own heritage and our national heritage

- Think critically, creatively and reflectively
- Manage themselves and their learning well
- Operate as socially-responsible citizens
- Communicate effectively in a variety of situations
- Continue learning throughout life
- Work with a wide range of people

The Skills to...

The Attitude to...

- Have a growth mind set
- Care for ourselves and others
- Be curious about their world
- Be positive
- Care for our environment

Strategic Aims

1. AT MAUNGARAKI SCHOOL WE EXCEL IN LITERACY AND MATHEMATICS...

Key Features To achieve this goal we will...	Key Performance Indicators We will know we have achieved our goal when:
<ul style="list-style-type: none"> • Ensure teaching is targeted at specific learning needs. • Ensure teachers inquire into their own practice, reflecting on this and proactively implementing change. • Provide regular and effective reporting to all stakeholders – children, teachers, parents and Board. • Provide adequate resourcing. • Promote parental involvement in Mathematics and Literacy so that parents may assist their children at home. • Review and manage class size and support programmes as effectively as we can. • Prioritise Professional Learning in Literacy and Mathematics for all staff. • Provide Modern Learning Environments (MLE) to allow for effective modern teaching practices. • Use our environment to engage, motivate and inspire learners. 	<ul style="list-style-type: none"> • All Maungaraki school students are achieving at or above the National Standards (or Individual Education Plan IEP goals for special needs students). • Teachers use 'evidence of impact' as a routine part of their practice. • Reporting to the Board reflects student achievement trends. • Board reporting enables planning and resourcing decisions to be made. • There is regular reporting to parents and students on progress and next learning steps. • Programmes are in place to support the full range of learning needs. • All classes are resourced to meet teaching and learning needs. • Parents, both current and prospective, are applying their knowledge to assist children at home. • Core learning time (Literacy and Mathematics) is protected (particularly in the junior school) • Literacy and Mathematics professional learning is a regular part of staff meetings • Class sizes are managed effectively. • Teaching spaces are designed with MLE criteria in mind. • Budget allows for updating of furniture and equipment to meet MLE criteria. • Learning environment designs are based on best practice and meet the needs of modern learners.

2. AT MAUNGARAKI SCHOOL WE RETAIN A FUTURE FOCUSED TEACHING AND LEARNING ENVIRONMENT...

Key Features To achieve this goal we will:	Key Performance Indicators We will know we have achieved our goal when:
<ul style="list-style-type: none"> • Ensure learners are confident seekers and users of knowledge. • Continue to share our evolving knowledge with the community. • Collaborate and share ideas. • Use technology as a meaningful part of everyday classroom life. • Develop creative, critical and reflective thinkers through all aspects of the curriculum. • Empower students and staff to have increasing ownership (and agency) over their learning. • Ensure we effectively use the tools to develop higher order thinking. • Provide resourcing and infrastructure to enable access to information. • Continue our commitment to ongoing professional learning. • Create and collaborate, locally, nationally and globally. • Provide Modern Learning Environments (MLE) to allow for effective modern teaching practices. • Use our environment to engage, motivate and inspire learners. • Provide opportunities to develop leadership skills. 	<ul style="list-style-type: none"> • Appropriate tools are identified and used for specific tasks. • Keep our community informed through social media, newsletters and hui. • We are able to find creative and innovative solutions to problems. • We effectively use the Maungaraki School Inquiry model. • Elements of creativity and higher order thinking are integrated across all areas of the curriculum. • We are self-regulated and adaptive learners. • We question and challenge our learning and their world. • We can evaluate the quality of the information we find and actively seek to improve it. • We are discerning in the information we access. • We take calculated risks to be innovative. • We actively foster learning partnerships with other educators and learners. • Classrooms are designed with MLE criteria in mind. • Our hard surface areas are upgraded to be functional and effective outdoor learning spaces. • Budget allows for updating of furniture and equipment to meet MLE criteria. • We can celebrate achievement of past pupils. • Our community understands and can articulate what the school does.

3. AT MAUNGARAKI SCHOOL WE ARE THE PRIDE OF OUR COMMUNITY...

Key Features To achieve this goal we will...	Key Performance Indicators We will know we have achieved our goal when:
<ul style="list-style-type: none"> • Take pride in our work, our school, our community and ourselves. • Recognise the place of Tangata Whenua as the indigenous peoples of New Zealand. • Embrace the multicultural nature of our community. • Embed our values in the culture of the school. • Take responsibility for the health and wellbeing of ourselves and others. • Develop a strong positive profile in the wider community. • Encourage the community to be actively involved in the school. • Be environmentally responsible. • Take responsibility for our actions through Restorative Practices. • Work effectively with our partners, e.g HCC, MOE, MCA. • Ensure our physical environment is tidy, attractive and meets our learning needs. • Take pride in children's learning through our classroom displays. • Form reciprocal relationships with local businesses and community groups. 	<ul style="list-style-type: none"> • We can talk about our own heritage / whakapapa and celebrate that diversity. • Tikanga Maori routines (eg: powhiri etc) are a regular feature of school life. • We nourish partnerships with Home & School and Nga Kakano Puawai. • We support each other in our learning (Tuakana/Teina). • We are confident and capable contributors to the community. • We can talk explicitly about our values and put them into practice. • We are inclusive in all school activities. • We take constructive feedback in our stride. • We express our feelings appropriately. • We are recognised for our ability to make a difference to others. • We are excited to come to school. • Bullying is non-existent in the school environment. • The school is an active participant at community events. • Staff and students use Restorative Practices when solving problems. • We use the expertise of community members and groups whenever possible to provide a wide range of experiences. • We achieve our Green-Gold Enviroschools award. • Our hard surface areas are upgraded to be functional and more attractive. • We respect and take pride in our surroundings. • The school grounds are easy care and enhance the local environment.

4. AT MAUNGARAKI SCHOOL WE DEVELOP THE HOLISTIC CHILD THROUGH BALANCED OPPORTUNITIES

Key Features To achieve this goal we will...	Key Performance Indicators We will know we have achieved our goal when:
<ul style="list-style-type: none"> • Provide a range of opportunities so that we can find the things we have a passion for and/or excel at. • Explore our strengths and weaknesses to identify our next steps. • Challenge ourselves to extend our own learning and experiences. • Offer a range of learning approaches and styles. • Offer experiential learning opportunities that extend beyond the classroom. • Value all curriculum areas equally. • Encourage leadership and personal responsibility. • Live our values every day. • Be environmentally responsible. • Use restorative practices to solve problems within our school. • Ensure our physical environment is tidy, attractive and meets our learning needs. • Apply Enviroschools ideals and commitments. • Explore the development of a range of play spaces. 	<ul style="list-style-type: none"> • We can talk about our own strengths and weaknesses. • We are engaged in our learning. • We all have something we are passionate about and can excel at. • We all have access to a range of learning resources and tools and can use these effectively and efficiently. • We willingly share our own passions and interests. • Ongoing commitment is made to experiential learning offered by such events as school camps and EOTC activities. • We are confident and competent learners. • We are able to demonstrate our learning in various ways. • Staff and students use Restorative Practices when solving problems. • We achieve our Green-Gold enviroschools award. • Our hard surface areas are upgraded to enable safe and effective physical education programmes. • We respect and take pride in our surroundings. • We have a range of safe, all weather play spaces.

Commitment to the Treaty of Waitangi

Maungaraki School recognises the importance of New Zealand’s cultural diversity and the unique position of Maori as Tangata Whenua. As a school we demonstrate our commitment to the principles of the Treaty of Waitangi through:

Participation (Whai wahi)	Partnerships (Whanaungatanga)	Protection (Aroha)
AT A CLASSROOM LEVEL		
<p>Equitable opportunities to participate, share, contribute (No-one gets missed out)</p> <p>Teachers use every day Te Reo in their classrooms</p> <p>Student use of Te Reo Maori is encouraged and celebrated</p> <p>Sharing our Maori learning on classroom blogs</p>	<p>Tuakana-teina relationships are encouraged; both amongst students and teachers</p> <p>Know our learners – build positive relationships</p> <p>Use Nga Kakano Puawai* connections to bring people into the school as guest speakers etc</p>	<p>Explicitly teach Te Reo, Kapahaka and Tikanga</p> <p>Use shared kawa throughout the school day (eg: Karakia)</p> <p>Teachers feel safe to be learners in all things Maori</p> <p>Teachers understand and apply cultural competencies (Tataiako) in everyday practice</p>
ACROSS THE WHOLE SCHOOL		
<p>All learners are included in weekly Kapa haka sessions</p> <p>Providing students with experiences and understandings in cultural traditions, language and local history (including Noho Marae when possible)</p> <p>We celebrate & take pride in all things Maori, including school wide celebrations of significant events such as Matariki and Te Wiki o Te Reo Maori</p>	<p>We have an emphasis on strong home school partnerships for all learners and encourage the involvement of extended whanau</p> <p>Teachers understand and apply cultural competencies (Tataiako) in everyday practice</p> <p>We have an open-door policy</p>	<p>Reflecting on the unique place of Maori within our policy documentation, procedures and curriculum statements</p> <p>Te Reo and Tikanga Maori is a valued and regular part of staff development programmes</p>

WHANAU & COMMUNITY INVOLVEMENT

Nga Kakano Puawai* help to plan activities and events to support the involvement of the wider community in things Maori

Nga Kakano Puawai* hui are a regular feature of each term calendar

Established links with marae (Hau Ariki & Waiwhetu)

Consultation with our Maori community on a regular basis

A strong emphasis on Whanaungatanga - relationships and connections with our families and wider community are valued and actively encouraged

***Nga Kakano Puawai** is the name of our whanau group. Nga Kakano Puawai means "The seed that flourishes". The group's purpose is to support the school in raising the profile of things Maori for learners, staff and the wider school community.

Appendix: Our Context

This section outlines specific aspects within the Maungaraki School environment, which will positively and negatively impact on the way we operate.

Political

- The political environment in New Zealand is stable, however it will be necessary for the school to continue to demonstrate an ongoing preparedness to adapt to a changing Education sector and environment.
- Of particular relevance for the school will be:
 - The Decile Funding review;
 - Board of Trustees Governance structure review, and
 - The Investing in Education Success (IES) Joint Initiative.
- We will continue to review and update our policies and processes to reflect relevant legislation in the future.

Economic

- We have a great community which provides financial support for the school in many ways, for example through Home and School initiatives.
- Changes to the decile funding system may require modification of the school's approach to budgeting.
- While being on the hill ensures a great community feel to the school, the reduced community size can cause fundraising challenges.
- As with many schools, some in the community are hesitant to financially contribute to the school, given New Zealand's free education culture and system.
- The school is considering fundraising options for several big ticket items that need a significant financial investment (e.g. all courts and hard surfaces).
- We are a growing and popular school, and will need to continue to manage the challenges of future roll growth and lead times for new teaching spaces.

Social

- Our school community is highly multicultural with 22 ethnicities represented.
- We belong to a community with high expectations of the school.
- Our community consists of many families with two parents working outside the area (e.g. in Wellington CBD), meaning we need to communicate school events well in advance and be flexible in our arrangement of these.
- With a growing school and two smaller year group cohorts going through Year 6/7, we will need to carefully manage a small leap in roll (approx. 15) in 2017 and again in 2018 as these children move through the school and are replaced by the current large year groups of over 40.
- Increasing use of social media creates opportunities for learning and the school, as well as challenges to ensure it's a positive experience for all students.

Technological

- We live in a time of constant change, and the school must work to take advantage of all learning opportunities this presents by meeting the cost, time, and energy commitments needed to remain technologically current.
- Increasing children's access to their own devices provides great learning opportunities. Likewise, the potential risks (such as possible bullying) must be mitigated and managed positively and proactively by the school.
- Balancing innovation with the needs for dependability, responsible practices and security is important, but complex. The school must protect the information we collect and the security

- of our systems and its users to ensure a positive experience by all users of technology.
- Our community includes many technology experts, whose views we can harness while managing diversity of opinions.
 - Increasing access to devices will not by itself improve learning outcomes; we need to ensure our teachers are utilising effective modern practices that make effective use of the technologies available, and ensure a best-practice approach to monitoring and managing the long term impacts, benefits and outcomes on students and their learning.
 - Increasing use of social media creates both great opportunities and challenges for schools.

Environmental

- We have a great school environment, however the high winds on the hill and limited sheltered areas do create some unique challenges and potential opportunities.
- The school is lucky to have access to a large Council and community owned play area and hall. Non-ownership makes our strong and positive strategic partnerships with the owners (the Hutt City Council, and Maungaraki Community Association) critical to ensure developments continue to occur into the future.
- The natural resources at our doorstep are amazing and offer a unique opportunity for our children and community!
- The courts and hard surfaces have served us well but are reaching end-of-life. We are currently fundraising to replace these surfaces with something which will be an asset to the school for many years to come.
- Our school access ways are shared with the hall and owned by the Hutt City Council. While this works well, the school may want to consider access options in the future.
- The school has good and well-tested emergency processes. Many children are from families with two parents working outside the area resulting in increased coordination requirements in times of crisis.

Legal

- Upcoming changes to Health and Safety legislation and the unknown impact of this both short and long term.
- Recent changes to the Vulnerable Children's Act place increasing demands on schools.
- There is a review of the Education Act expected in the next year or two.
- We are operating in an increasingly regulatory environment – less common sense or independent determination of the the best approach for our community.

Operational

- Demands on teaching staff are high.
- 2016 is a BoT election year with changes in personnel likely.
- Collaborative cross-school ways of operating (LCN without support) are the norm for us.
- There is an increased demand for cross school moderation in the national standards space.
- We have an awesome Home & School group who support the school and its needs in many ways.

Media

- Having something in local media on a regular basis is an effective way to stay engaged with the local community.
- Social media will be increasingly relied on as a teaching and communication tool. It also raises challenges for privacy.
- Ever presence of main-stream media waiting for something to go wrong.