



# Ahuroa School CHARTER 2022 - 2024



**Passionate**

**Authentic**

**Resilient**

**Explorers**

## **Mission Statement**

Our Vision  
Our Values  
Our Goals

## **Strategic Aims**

Curriculum  
Finance  
Property  
Health & Safety  
Document & review  
Personnel  
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Cultural Diversity  
Priority Learners

## **Self-review cycle**

### **Strategic Aims**

Goal 1: Curriculum & Pedagogy;  
Goal 2: Providing a safe, supportive and enjoyable environment;  
Goal 3: Developing meaningful and effective relationships with our community;

### **Strategic Plan**

#### **2023 Strategic Aims Annual Plans**

Goal 1: Curriculum & Pedagogy. Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;  
Goal 2: Providing a safe, supportive and enjoyable environment;  
Goal 3: Developing meaningful and effective relationships with our community;

#### **2023 STUDENT ACHIEVEMENT TARGETs**

### **Procedural Information**

# Mission Statement

To grow together as passionate authentic resilient explorers  
E tiputahi ana tatou e nga ngākaunui, tūturu, manawaroa tūhuratanga  
Ka puāwai te ākonga e whāi mai ana te tihi Matāuranga  
Your child will learn to strive for the pinnacle of education

## Our Values:

**Passionate** - Ngākaunui - What we do, we do with great passion.

**Authentic** - Tūturu - We aim to be our best selves.

**Resilient** - Manawaroa - We bungee jump through the experiences of life.

**Explorers** - Tūhuratanga – We celebrate being curious and creative.



## Principles:

Ahuroa School is a fun and energising place to learn and work, where everyone is valued and makes a difference in their community.  
Students are nourished by giving them the opportunity to explore and identify passions, and develop pride and mana.  
We prepare our students for life beyond Ahuroa School.



## Our Goals

*Goal 1:* Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;

*Goal 2:* Providing a safe, supportive and enjoyable environment;

*Goal 3:* Developing meaningful and effective relationships with our community.

# Strategic Aims

## Curriculum

1. Ensure all students by the end of each year level will be working within or above age appropriate expectations in Literacy & Numeracy
2. Focus on quality teaching to improve student learning and achievement
3. Monitor and improve performance of students in numeracy and literacy who are priority learners of Maori and Pacific Island descent
4. Provide a broad range of opportunities to meet the needs of gifted and talented students
5. Develop and improve information literacy including thinking and communication skills
6. Identify underachievers and provide programmes to meet their needs

## Finance

7. Ensure the school operates in a fiscally responsible manner by operating a balanced budget, which is aligned with the school's strategic plan

## Property

8. To maintain the physical environment of the school by providing learning environments and spaces to meet the needs of our school community

## Health & Safety

9. Provide a physically and emotionally safe learning environment so that students and staff are encouraged to take risks
10. Promote and actively encourage physical activity

## Document & review

11. Review policies and procedures according to overview

## Personnel

12. Provide a professional environment that encourages collaboration, shared learnings, reflection and review of our teaching practices for self-development and to improve student learning & achievement

## Administration

13. Comply with all current legislation
14. Community partnership
15. To provide opportunities for all parents to be involved in the learning and achievement of their child

## Acknowledging Te Tiriti o Waitangi & Cultural Diversity

### Ahuroa School will reflect Aotearoa/New Zealand's bi-cultural diversity:

16. Tikanga Māori (Māori culture), Te Reo (the Māori language), and Tuakana-teina (an older person supporting a younger person's learning, e.g. mentoring of younger students by older ones) are an integral part of the school environment and the classroom programmes, and all students will graduate Ahuroa School with an understanding of the role of Te Tiriti o Waitangi (the Treaty of Waitangi) in Aotearoa New Zealand life and history, and of Taha Māori (the Māori perspective). We are accepting of all cultures and people, and celebrate differences.

### Ahuroa School's commitment to [‘Ka Hikitia’](#) Accelerating Success (2018 - 2022 Phase 3 & Beyond):

17. Ka Hikitia means to ‘step up’, ‘lift up’, to ‘lengthen one's stride’. It means stepping up the performance of the education system to ensure Māori are enjoying education success as Māori. The strategic intent will be realised through the following four broad learner outcomes:
- Māori learners working with others to determine successful learning and education pathways
  - Māori learners excelling and successfully realising their cultural distinctiveness and potential
  - Māori learners successfully participating in the contributing to Te Ao Māori
  - Māori learners gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.

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## Priority Learners

The *New Zealand Curriculum* sets out a vision for all of our young people to become confident, connected, actively involved lifelong learners. Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special educational needs.

Our Vision	How Our Vision is Realised at Ahuroa School
Valuing language, identity and culture and this is reflected in teaching & learning programmes	At Ahuroa we value the languages and cultural identity of all our students by including other languages in our classrooms, and providing opportunities to showcase other cultures.
Engaging learners, teaching & learning is relevant, rewarding and positive where learner's successes are celebrated.	At Ahuroa we provide learning experiences that are rewarding, relevant and fun. Clear goals are set and there are regular opportunities to celebrate achievements
Targeting and improving achievement	At Ahuroa we identify students and their needs and provide differentiated learning opportunities, and knowledge-sharing is fostered amongst teachers, staff and parents.
Knowing their own potential and setting goals. High expectations by family and school	At Ahuroa we set high expectations and students and their parents are involved in realistic goal setting.

Fostering & promoting positive partnerships between school, home and community	At Ahuroa we use every opportunity to foster relationships between home, school and community. Learning and achievements are discussed
Providing early intensive support for those who are at risk of falling behind Accelerating & maintaining learner achievement	At Ahuroa we accelerate and maintain student achievement and successes and interventions are put in place to ensure priority learners are identified early and learning is accelerated.
Access to outside resources	At Ahuroa support is provided to support the learning of priority learners. Outside support is accessed by the school to support learning needs

## Self-review cycle

Ahuroa School will maintain an on-going programme of self-review in Curriculum, Assessment, Strategic Planning, Policies and Procedures and Community Consultation. Annual reporting will also form part of that Self-Review.

Review Focus Area	2019	2020	2021	2022	2023	2024	2025
<b>CURRICULUM Essential Learning Areas</b>	Reading ** Science Health & PE **includes listening & viewing	Writing Technology The Arts *includes speaking and presenting	Mathematics Social studies Maori	Reading Science Health & PE *includes listening & viewing	Writing Technology The Arts *includes speaking and presenting	Mathematics Social studies Maori	Reading ** Science Health & PE **includes listening & viewing
<b>OVERVIEWS</b>	Year 2	Year 3/Review	Year 1	Year 2	Year 3/Review	Year 1	
<b>CHARTER &amp; STRATEGIC PLAN</b>	Year 2 of Strategic Plan  Annual plans	Year 3 of Strategic Plan Review & Draft  Annual plans	Year 4 of New Strategic Plan – for next 3 years Review Annual Plans	Year 1 of Plan Review & Draft  Annual Plans	Year 2 of Plan Review & Draft  Annual plans	Year 3 of New Strategic Plan – for next 3 years Review Annual Plans	Year 1 of Strategic Plan  Annual plans
<b>POLICIES and PROCEDURES</b>	NAG 1 Curriculum NAG 2 Self-Review	NAG 3 Personnel NAG 4 Finance & Property	NAG 5 Health & Safety NAG 6 Legislation	NAG 1 Curriculum NAG 2 Self-Review	NAG 3 Personnel NAG 4 Finance & Property	NAG 5 Health & Safety NAG 6 Legislation	NAG 1 Curriculum NAG 2 Self-Review
<b>COMMUNITY CONSULTATION</b>	Health Curriculum  Satisfaction	Maori Community  Consultation	Health Curriculum  Consultation	Maori Community  Consultation	Maori & PI Community  Consultation	Health Curriculum  Consultation	Health Curriculum  Satisfaction
<b>BOT ELECTIONS</b>	Term 3			Term 3			Term 3
<b>Curriculum Annual review and reporting of Achievement</b>	Reading Writing & Maths reporting Spelling, Science, Social Studies, Technology, Health & PE, The Arts – Against School developed indicators Achievement of Targets – Achievement of Maori students – Achievement of Children with Special Education Needs, Achievement of Children with Special Abilities						

## Community Consultation Contributions

<b>Community Hub Events</b> <ul style="list-style-type: none"> <li>• Movie in the park</li> <li>• Xmas Twilight market</li> <li>• fundraisers</li> </ul> <hr/> <b>Other</b> <ul style="list-style-type: none"> <li>• Reporting profiles - Reports</li> <li>• Assessment for learning</li> <li>• Professional learning focus for staff?</li> <li>• School zone survey</li> <li>• After school care facility</li> <li>• Travelwise</li> <li>• Environmental working bees</li> <li>• Garden to table</li> <li>• Revitalise orchard</li> <li>• Flower gardens</li> </ul>	<b>Animals at School</b> <ul style="list-style-type: none"> <li>• Dog</li> <li>• Rabbits</li> <li>• Chickens</li> <li>• Bee hive</li> <li>• Class pet go in the classroom</li> </ul> <hr/>	<b>Outside areas</b> <ul style="list-style-type: none"> <li>• Bark Pathway into orchard</li> <li>• Flower garden on bank</li> <li>• Pathway to shed</li> <li>• Bike track in the forest</li> <li>• Lane dividers for pool</li> <li>• Outdoor musical instruments</li> <li>• Trampoline near court</li> <li>• Go karts track around the school</li> <li>• Awning over office door</li> <li>• Gym next to courtyard</li> <li>• Tree house in outdoor classroom</li> <li>• Flying fox off the bank</li> <li>• More windows</li> <li>• Dedicated resource room</li> <li>• Water feature, working pump, water ways, recirculating bamboo</li> <li>• Dog house</li> <li>• Bigger and better playground</li> <li>• Skate park near the pool</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet block on field</li> <li>• Greenhouse</li> <li>• Shed for loose parts</li> <li>• Nice ground surface outside ruma rua</li> <li>• Change lock system on shed</li> <li>• Library</li> <li>• Complete Playground, add a slide.</li> <li>• Concrete markings for games (handball, hopscotch)</li> <li>• Windows to allow natural light</li> <li>• Quiet room or library</li> <li>• External door from meeting room to outside</li> <li>• Waterproof notice board for parents/visitors</li> <li>• Inside or outside lockers</li> <li>• Ziplines in room three and four</li> <li>• Bark garden paths</li> </ul>
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## Strategic Aims

The Board has identified a number of strategic aims, which provide the direction for the school in improving student achievement.

### Goal 1: Curriculum & Pedagogy;

**Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child**

- 1a. Provide a broad range of programmes using the New Zealand Curriculum that allows for the development of the whole child including gifted, talented and children with special needs
- 1b. Monitor and improve performance of all students in literacy and numeracy with a specific focus on Māori and Pasifika student achievement and gender equity



## **Goal 2: Providing a safe, supportive and enjoyable environment;**

- 3a. Provide and maintain environments that encourage learning and development for all children
- 3b. Promote and actively encourage physical activity

## **Goal 3: Developing meaningful and effective relationships with our community;**

- 3c. Provide opportunities for families/whanau to be engaged with the school and involved in the learning of their child

# Strategic Plan 2022 - 2024

## Goal 1: Curriculum & Pedagogy

- 1.1 Teaching and learning programmes will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (instructional capability)
- 1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (evaluative capability)
- 1.3 Annual targets will be developed based on carefully analysed data, to effect and sustain improvement for all learners (evaluative capability)
- 1.4 Resources (including human) and technologies that appropriately support all students, particularly those with differentiated learning needs will be sourced and used strategically (strategic capability)
- 1.5 By sharing expertise and best practice through collaboration within, and beyond our own school setting, including personalised and/or whole school professional development (strategic capability)
  - extending and enriching teaching and learning (adaptive capability)
  - increasing success for Maori and Pasifika learners and those learners with identified needs
- 1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (adaptive capability)
- 1.7 Learners will be supported in their transitions from the early childhood setting through to Intermediate & college (adaptive capability)
- 1.8 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to move beyond the use of technologies towards creators of digital technology, (Computational Thinking for Digital Technologies). Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and our school.

## Goal 2: Providing a safe, supportive and enjoyable environment

- 2.1 To provide a physically safe and aesthetically pleasing sustainable environment for students, staff & community that encourages learning and achievement
- 2.2 To provide an emotionally safe environment for students, staff and community that encourages learning and achievement and maintains health & safety procedures
- 2.3 Give priority to regular quality physical activity that develops movement skills
- 2.4 Provide programmes that encourage sustainability, healthy eating, nutrition and living

## Goal 3: Developing meaningful and effective relationships with our community

- 3.1 Provide a wide range of opportunities for parents/whānau to support student learning and be actively involved in the life of the school
- 3.2 Develop meaningful and personal relationships with Maori learners and their whanau
- 3.3 Parents will be kept well informed about their child's progress
- 3.4 Community voice will be gathered and included within consultation of relevant matters
- 3.5 Develop learning focused relationships with parents & whānau with a focus on shared aspirations and high expectations for all

# 2023 Strategic Aims Annual Plans

Goal 1: Curriculum & Pedagogy. Enabling each student to achieve their full potential by providing learning programmes that allow for the development of the whole child;		
<ul style="list-style-type: none"> <li>Provide a broad range of programmes using the New Zealand Curriculum that allows for the development of the whole child including gifted, talented and children with special needs</li> <li>Monitor and improve performance of all students in literacy and numeracy with a specific focus on Māori and Pasifika student achievement and gender equity</li> </ul>		
Strategic Intentions	2023 Actions	Actual Outcomes / Future Actions
1.1 Teaching and learning programmes will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement (instructional capability)	<ul style="list-style-type: none"> <li>[Curriculum] Specific curriculum vocabulary to be used</li> <li>[Curriculum] Increase utilisation of recording lessons for the purpose of reflective practice for teachers and students. <b>TT ongoing</b></li> <li>Aotearoa Histories in the NZ Curriculum implementation <b>Teachers ongoing</b></li> </ul>	
1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary (evaluative capability)	<ul style="list-style-type: none"> <li>[PD/Assessment] Revisit Assessment For Learning at start of the year <b>Whole staff TT</b></li> <li>Shared assessment capability developed the school <b>KVS</b> <ul style="list-style-type: none"> <li>Assessment tool understanding</li> <li>PAT</li> <li>Probe etc</li> </ul> </li> <li>Review schedule set in school calendar <b>TT/KVS</b></li> <li>Identify needs and develop appropriate interventions <b>TT</b></li> <li>Ensure unit plans have clear learning intentions that are shared explicitly with students <b>Teachers</b></li> <li>Increase detail to Annual Overview <b>TT/KVS</b></li> <li>IEP timetable developed <b>TT &amp; CT</b></li> </ul>	
1.3 Annual targets will be developed based on carefully analysed data, to effect and sustain improvement for all learners (evaluative capability)	<ul style="list-style-type: none"> <li><b>Reading will be prioritised as a whole school focus</b></li> <li>Confirm target students at the beginning of 2023 <b>Staff</b></li> <li>Parents contacted <b>CT</b></li> <li>Monitoring framework established <b>TT</b></li> <li>Template linking targets to actions to outcomes monitored by principal and staff <b>TT/CT</b></li> </ul>	
1.4 Resources (including human) and technologies that appropriately support all students, particularly those with differentiated learning needs will be sourced and used strategically (strategic capability)	<ul style="list-style-type: none"> <li><b>Resource areas centralised TT</b></li> <li>Maths text books purchased <b>KVS</b></li> <li>Journal reading activities developed-years 4 to 6</li> <li>Classroom routines set <b>CT</b></li> <li>Use of TA time established &amp; programmes developed</li> <li>Additional laptop made available to identified students (assistive technology) <b>TT</b></li> </ul>	

	<ul style="list-style-type: none"> <li>Advise parents when their children have Teacher Aide assistance, the nature of the programmes and updates on progress <b>TT</b></li> <li>Applications for assistive technology <b>TT</b></li> </ul>	
<p>1.5 Share expertise and best practice through collaboration within, and beyond our own school setting, including personalised and/or whole school professional development (strategic capability)</p> <ul style="list-style-type: none"> <li>extending and enriching teaching and learning (adaptive capability)</li> <li>increasing success for Maori and Pasifika learners and those learners with identified needs (equity &amp; excellence)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership development for Associate Principal <b>TBC</b> <ul style="list-style-type: none"> <li>Assessment tools - PAT, easTTle, PROBE</li> <li>Curriculum leadership development</li> <li>Assessment for Learning principles</li> <li>Curriculum assessment task development</li> </ul> </li> </ul>	
<p>1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (adaptive capability)</p>	<ul style="list-style-type: none"> <li>Student leadership structure and opportunities continued <b>TT</b></li> <li>Develop templates for capturing student voice <b>KVS</b></li> </ul>	
<p>1.7 Learners will be supported in their transitions from the early childhood setting through to Intermediate &amp; college (adaptive capability)</p>	<ul style="list-style-type: none"> <li>4 year old Friday supported by senior students <b>BHS</b></li> <li>Big buddy system? <b>KVS</b></li> <li>Continue to refine enrolment process and establish online features <b>TT/CL</b></li> <li>Develop wide networks to ensure new people to the area pre enrol prior to August of the previous year <b>TT/BOT</b></li> </ul>	
<p>1.8 Students will develop an understanding of computer science principles that underlie all digital technologies. The learning of programming concepts will empower learners to move beyond the use of technologies, towards creators of digital technology, (Computational Thinking for Digital Technologies).</p> <p>Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community and our school</p>	<ul style="list-style-type: none"> <li>Purchase additional devices (CAPEX) <b>BOT</b></li> <li>Establish ICT class protocols as part of class set up <b>STAFF</b></li> </ul>	

<b>Goal 2: Providing a safe, supportive and enjoyable environment;</b> 3d. Provide and maintain environments that encourage learning and development for all children 3e. Promote and actively encourage physical activity		
<b>Strategic Intentions</b>	<b>Actions</b>	<b>Actual Outcomes</b>
2.1 To provide a physically safe and aesthetically pleasing sustainable environment for students, staff & community that encourages learning and achievement and maintains health & safety procedures	<ul style="list-style-type: none"> <li>● Reorganise physical spaces to maximise teaching and learning opportunities as well as cater for resource/admin spaces <b>TT/CL/BOT</b></li> <li>● Outdoor learning spaces further developed <b>BOT</b></li> <li>● Provide regular opportunity for students to add to the vision map <b>TT</b></li> </ul>	
2.2 To provide an emotionally safe environment for students, staff and community that encourages learning and achievement	<ul style="list-style-type: none"> <li>● Regular communication by Principal to the community to build a picture (physical newsletter?) <b>TT</b></li> <li>● Broadcast? <b>TT</b></li> <li>● Develop a sensory room/ area <b>TT</b></li> <li>● 5YA Initiation <b>BOT</b></li> </ul>	
2.3 Give priority to regular quality physical activity that develops movement skills	<ul style="list-style-type: none"> <li>● Promote local sport clubs</li> <li>● Participate in cluster sporting events</li> <li>● Kiwi Sport Funding used to subsidise Footsteps?</li> <li>● Wheels day on the driveway?</li> </ul> <b>TT and Staff</b>	
2.4 Provide programmes that encourage sustainability, healthy eating, nutrition and living	<ul style="list-style-type: none"> <li>● Explore the possibility of after school care programme <b>BOT</b></li> </ul>	

<b>Goal 3: Developing meaningful and effective relationships with our community;</b> 3f. Provide opportunities for families/whanau to be engaged with the school and involved in the learning of their child		
<b>Strategic Intentions</b>	<b>Actions</b>	<b>Actual Outcomes</b>
3.1 Provide a wide range of opportunities for parents/whanau to support student learning and be actively involved in the life of the school	<ul style="list-style-type: none"> <li>● <b>Initiate School Docs</b></li> <li>● Community events calendarised</li> <li>● PTFA promotion</li> <li>● Consult with community on ways they can be engaged in the school</li> <li>● Develop online resources accessible by parents and students offsite</li> <li>● Regular educational updates/articles within newsletter <b>TT</b></li> </ul>	

3.2 Develop meaningful and personal relationships with Maori learners and their whanau	<ul style="list-style-type: none"> <li>Consult local kaumatua, marae and schools on effective relationship building models <b>TT</b></li> </ul>	
3.3 Parents will be kept well informed about their child's progress	<ul style="list-style-type: none"> <li>Restructure reporting process <b>TT/BOT/Staff</b></li> <li>Exemplars of appropriate reading, writing &amp; maths attainment provided <b>TT</b></li> </ul>	
3.4 Community voice will be gathered and included within consultation of relevant matters	<ul style="list-style-type: none"> <li>Follow up comms with hard to reach parents <b>TT</b></li> <li>Provide the right elements &amp; forum for quality engagement <b>Staff</b></li> <li>Participation survey, online webinar <b>TT</b></li> <li>Curriculum evenings <b>TT</b></li> </ul>	
3.5 Develop learning focused relationships with parents & whānau with a focus on shared aspirations and high expectations for all	<ul style="list-style-type: none"> <li>Noticing parents/whanau that engagement is low and actively seek to make those connections <b>Staff</b></li> <li>Annual cycle of information evenings <b>TT</b></li> <li>Create a parent support/information page within school website resources <b>TT</b></li> </ul>	

## 2023 STUDENT ACHIEVEMENT TARGET 1 - Mathematics

### Planning for 2023 Target Students:

**Summary from the end of 2022 of students not meeting curriculum expectations**

### **Breakdown by Gender & Ethnicity**

- 3 Girls - 1 M, 2 E
- 3 Boys - 1 M, 2 E

## 2023 STUDENT ACHIEVEMENT TARGET 2 – Reading

### Planning for 2023 Target Students:

Summary from the end of 2022 of students not meeting curriculum expectations

### Breakdown by Gender & Ethnicity

- 3 Girls - 1 M, 2 E
- 4 Boys - 1 M, 3 E

## AHURUA SCHOOL BOARD OF TRUSTEES:

The School Planning process will follow the following timeline each year:

December:	Analysis of Variance drafted
January:	Draft of Charter developed
February:	The Board will approve the Charter document and forward it to the Ministry of Education.
March:	Analysis of variance and updated Charter is submitted to the Ministry of Education by 1 <sup>st</sup> March each year
April:	The School's Annual Report will be lodged with the Ministry of Education as required by the Education Standards Act.
May:	The Board will review the Vision section and Strategic Goals of the Plan and recommit to them
July:	The Board will undertake its own self-review
September:	The Board will consult bi-annually with the school community and in particular the Māori & Pasifika community
October:	The Board and Management will identify the Annual Improvement targets for the following year
November:	The Board will review the draft budget for the next year to ensure it follows the School's Strategic Goals.

### Ahuroa School Board of Trustees Chairperson

Date