



Te Aro School Charter 2018– 2020

**Kake Tonu, Te Aro
Ever Upwards, Te Aro**

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Strategic Goals 2018 - 2020

1. Excellence in teaching and learning
2. Creating and nurturing future focussed learners
3. An engaged and supportive school community
4. Enhanced school – property and equipment

Annual Goals 2018

Mission Statement

Te Aro School provides a supportive, challenging learning environment for our students that encourage independence through positive, inclusive teaching and learning.

Our Vision

Te Aro students are curious, resourceful and resilient learners who engage respectfully with the world in which they live.

- **Curious** learners are learners who find out what they want to know.
- **Resourceful** learners know how to access, understand and use knowledge, skills and opportunities.
- **Resilient** learners are persistent in facing challenges.
- Engaged learners confident in exploring the social, cultural, economic and environmental aspects of the world.

Whakatauki

*Kake Tonu Te Aro
Ever Upwards Te Aro*

Our Principles

Te Aro School's curriculum practice is underpinned by and consistent with the New Zealand Curriculum (NZC) through performing the following actions:

High Expectations	Every student is supported to achieve to their personal best.
Learning to Learn	Students learn how they learn and what learning strategies work best for them. They will be able to identify their next steps in their learning.
Treaty of Waitangi	Our Maori students are valued as Maori, and all students share in developing knowledge of te reo Maori me ona tikanga. As Treaty partners we are guided by the principles of the Treaty – partnership, protection and participation. We recognise we are a multicultural society built on a strong bicultural foundation.
Cultural Diversity	Teachers and students know about and respect each other's cultural identity, and our programmes reflect and celebrate the cultural diversity within Te Aro School and its community.
Inclusion	Students' identities and differences are affirmed in all our teaching and learning.
Coherence	Learning experiences and programmes make connections across the dimensions of the New Zealand Curriculum (NZC) – the values, learning areas, and key competencies.
Future Focus	Students learn how to be guardians of the environment and caring citizens, by understanding how their actions impact on the environment and other people.
Community Engagement	Learning experiences connect with children's wider lives, and engage the support of their families/whanau and the community.

Our Uniqueness

- Inner city urban school in the heart of New Zealand's capital city
- Full primary school – new entrants to senior school Year 8 students
- Committed to the principles of Tiriti o Waitangi through embracing te reo and tikanga Maori and kapa haka
- Multi-cultural, celebrating diversity
- A third of all students are English language learners
- Mandarin, Chinese cultural learning and environmental education are important features of the school's curriculum
- Strong community engagement
- Everyone in our school (all students and all staff) are known by their first name
- Spacious physical environment including vegetable gardens, bee hives and the beginnings of a school orchard

Te Aro School Learners		
Values	Personal Attributes and Skills	Learning
<ul style="list-style-type: none"> ▪ Honesty and Trustworthiness ▪ Respectfulness and Courtesy ▪ Kindness, Caring and Empathy ▪ Humility ▪ Friendship 	<ul style="list-style-type: none"> ▪ Responsibility ▪ Independence and Initiative ▪ Confidence in self – “can do” attitude ▪ Open-mindedness ▪ Sense of humour ▪ Positiveness and resilience ▪ Self-managing ▪ Leadership and teamsmanship 	<ul style="list-style-type: none"> ▪ Knowing how they learn best ▪ Responsiveness to feedback ▪ Critical, curious, inquiring, thinking and questioning about the world around them ▪ Persistence and perseverance ▪ Facing challenges, tackling problems, and taking reasoned risks ▪ Finding and following interests
Curricular Knowledge and Skills	Social Skills	Cultural
<ul style="list-style-type: none"> ▪ Effective communicator ▪ Confident reader and writer ▪ Numerate ▪ Develop the skills of thinking creatively, critically, strategically and logically through the study of Maths and statistics ▪ ICT capable ▪ Develop scientific knowledge, understandings and explanations through generating and testing ideas, gathering evidence through observations and investigations ▪ Expressive and responsive in music, performance, storytelling and art ▪ Capability with own and another language ▪ Skilfulness and participation in physical activity and sports 	<ul style="list-style-type: none"> ▪ Relating and communicating well with others ▪ Working cooperatively and collaboratively with others ▪ Being involved in school and community activities ▪ Show willingness to care for and support others ▪ Making and maintaining friendships ▪ Willingness to see and recognise others' points of view 	<ul style="list-style-type: none"> ▪ Pride in own cultural identity and heritage ▪ Respectful and knowledgeable of our bicultural foundations ▪ Respectful and knowledgeable of own and others' cultures, identities and practices

STRATEGIC GOALS 2018 – 2020

Creating and nurturing future-focussed learners	Excellence in teaching and learning	Engaged and supportive parents, whanau and community	Enhanced school – property and equipment
<ul style="list-style-type: none"> • <i>Taking a holistic view to educating the ‘whole child’ and developing their personal wellbeing including Durie’s Hauora model of taha tinana (physical wellbeing); taha wairua (spiritual wellbeing), taha whanau (social/family wellbeing) and taha hinengaro (mental and emotional wellbeing) and the Mental Health Foundation’s five ways to wellbeing – give (takua), take notice (me aro tonu), be active (me kori tonu), connect (me whakawhanaunga) and keep learning (me ako tonu).</i> • <i>Students are engaged and inspired to participate</i> • <i>Students are equipped to take their place as members of a wider/global community</i> • <i>Embracing and celebrating cultural diversity</i> • <i>A collaborative learning culture exists across the school</i> 	<ul style="list-style-type: none"> • <i>Te Aro School curriculum continues to be developed and extended to integrate the key elements of environmental education; Asia awareness; te reo and tikanga Maori (Matauranga); and with an eye to the future.</i> • <i>In planning for teaching and learning there is a focus on integrated learning experiences which inspire, challenge and engage our students.</i> • <i>In planning for teaching and learning there is a continued focus on the five key competencies identified in the New Zealand Curriculum – Thinking, Using language, symbols and texts, Managing self, Relating to others, and Participating and contributing</i> • <i>Celebrating and implementing inclusive education practices</i> • <i>Targeting professional learning and development to meet student needs, linked to individual teacher’s goals and school priorities.</i> 	<ul style="list-style-type: none"> • <i>Establishing and extending positive partnerships with parents and local community</i> • <i>Students demonstrate an appreciation and understanding of their local and wider community</i> • <i>Providing opportunities for the community to engage with the school in multiple ways</i> • <i>Working in partnership with our students’ parents and whanau to support learning for all our students so they each experience success</i> • <i>Linking school activities and events to the school’s vision, values and annual plan</i> • <i>Students, teachers, parents and whanau celebrate the successes of the school</i> 	<ul style="list-style-type: none"> • <i>Enhance and improve school facilities including senior classrooms, the development of the play spaces and the refurbishment of the staff room.</i> • <i>Continue to implement planned IT developments</i> • <i>Resolve a course of action for the future of the school pool</i>

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Strategic Goals	Actions	Benefits	Responsibility	Timeframe	Outcomes
<p>Goal 1</p> <p>Creating and nurturing future focussed learners.</p>	<ul style="list-style-type: none"> The Te Aro School curriculum continues to be developed and extended by the staff team to integrate the key elements of te reo and tikanga Maori (Matauranga), global citizenship including learning Chinese language and culture; and environmental education. 	<p>Students are equipped to take their place as members of and contribute to a wider/global community</p>	<p>Principal Teachers</p>	<p>Implement throughout the year</p>	<p>Specific 2018 teaching and learning goals in these curriculum areas are met, reviewed and reflected on. New goals set for 2019.</p>
	<ul style="list-style-type: none"> A collaborative work and learning culture exists across the school embraced by both teachers and students 	<p>Ability to work and connect with others</p> <p>Ability to enhance the strengths of others</p> <p>Sharing skills and learning opportunities</p>	<p>Principal Teachers</p>	<p>Throughout the year</p>	<p>Teachers will continue to implement new cooperative learning professional development. Teachers and students will be able to identify and reflect on collaborative learning and teaching opportunities they have participated in. Students will be able to self-assess their growth in cooperative and collaborative learning skills and strategies.</p>
	<ul style="list-style-type: none"> Students who are able to harness the power of resilience, mindset and self-management in their play and learning 	<p>Strengthened student wellbeing</p> <p>Strengthened learning</p>	<p>Principal Teachers</p>	<p>Implement throughout the year</p>	<p>Teachers, parents and students will be able to identify increased positive student wellbeing</p> <p>Observe a reduction in anxious/stressed students.</p>
	<ul style="list-style-type: none"> Students who are able to problem solve successfully in their learning and in social situations 	<p>Strengthened student wellbeing</p> <p>Strengthened learning</p> <p>Positive school environment</p> <p>Enhanced relationships</p>	<p>Principal Teachers</p>	<p>Throughout the year</p>	<p>Playground incidents recorded in the duty notebooks will show a reduction over the course of the year.</p> <p>Students will practise “speaking out” and seek adult and peer support</p>

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		between students			when problem solving. Students will be able to articulate the learning strategies they are using when problem solving. A set of foundation social skills will be taught to students across the school.
	<ul style="list-style-type: none"> ▪ Teachers, parents, whanau and outside agencies will work together to identify, respond to and support students who are experiencing stress and anxiety. 	Strengthened student wellbeing Strengthened learning Positive school environment Enhanced relationships between students	Principal Teachers	Throughout the year	Improved attendance for some students Anxious/stressed students feel well supported Ongoing staff professional learning and development will strengthen the school's approaches to supporting student wellbeing. Parents and whanau feel supported by the school Teachers, parents, whanau and students will be able to identify increased positive student wellbeing
	<ul style="list-style-type: none"> ▪ Board, Principal and leadership team will continue to track key educational trends affecting the school and its work, identifying near-term challenges and opportunities, and engage with parents and the school community to help address these challenges and opportunities effectively. 	Students are equipped for future focussed learning opportunities Board is better able to plan for the future	Board Principal Leadership team	Throughout the year	Students graduate from Te Aro equipped for their future Parents, whanau and school are able to support students' learning Te Aro curriculum will continue to reflect key educational trends.

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Strategic Goals	Actions	Benefits	Responsibility	Timeframe	Outcomes
Goal 2 Excellence in Teaching and Learning	<ul style="list-style-type: none"> Professional learning and development is targeted to student needs and linked to staff goals and school priorities. 	Strengthened staff capabilities Enhanced teaching and learning	Board Principal Leadership team Teachers	Throughout the year	Teachers will implement new professional learning including inclusive educational practices; culturally responsive pedagogy and teaching practices; and cooperative and collaborative learning practices. In class observations will reflect this.
	<ul style="list-style-type: none"> Teachers will plan integrated learning experiences which inspire, challenge and engage our students. 	Engaged students	Principal Teachers	Throughout the year	Teachers, students and parents will observe and report high student engagement. Positive feedback from staff, parents and students. Class and syndicate plans will reflect this goal.
	<ul style="list-style-type: none"> Planning and classroom programmes will continue to show evidence of differentiated learning opportunities for students. 	Students will be experiencing success in their learning Individual and group needs will be being met	Principal Leadership team Teachers	Throughout the year	In class observations and leadership team meetings with staff will document differentiation. Differentiation evident in approaches to student learning. Engaged students.
Goal 3 Engaged and Supportive parents, whanau and community	<ul style="list-style-type: none"> Positive partnerships with parents, whanau and local community continue to be established and extended. Opportunities are provided for the community to engage with the school in multiple ways 	Strengthened partnerships The school community shares a sense of the school's vision and values	Board Principal Teachers	Throughout the year	Increased numbers of parents participate and attend school events. Parents/whanau attend planned consultation opportunities. Parents/whanau complete school surveys. Teacher reflections

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Strategic Goals	Actions	Benefits	Responsibility	Timeframe	Outcomes
	<ul style="list-style-type: none"> Working in partnership between home and school to support learning for our students so that our students experience success. 	Enhanced opportunities for learning Strengthened student wellbeing Strengthened partnerships	Principal Teachers	Throughout the year	Parents attend and engage with parent-teacher programmes including Reading Together, curriculum information evenings. The teaching team will engage with parents and whanau about the school's wellbeing/wellness for students.
	<ul style="list-style-type: none"> The Board will actively encourage and support the parent/whanau Friends of Te Aro 	Strengthened community partnerships	Board Principal	Throughout the year	Friends of Te Aro will meet at least once a term to plan social and fundraising activities/events. An annual fundraising plan will be shared with the school community during Term 1.
Goal 4 Enhanced school – property and equipment	<ul style="list-style-type: none"> Enhance and improve school facilities including the top playground play space, refurbished staffroom and senior classroom in consultation with staff, students and parents/whanau 	Improved play spaces Collaborative workspace and rest area for all staff Safe, warm and healthy learning space	Board Principal	Throughout the year	Play space plans will be shared with the school community before work begins. Work on developing the playground will begin during 2018 as will replacing the Reading Recovery training centre and the senior class, and the refurbishment of the staffroom. Soundproofing options will be explored for Ruma Tarata.

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Strategic Goals	Actions	Benefits	Responsibility	Timeframe	Outcomes
	<ul style="list-style-type: none"> ▪ The Board will work with the MOE to manage project work identified in the 5YA and 10 year Property Plans including the replacement of North Block. 	Enhanced school facilities New senior classroom Safe, warm and healthy learning space	Board Principal	Throughout the year	An agreed plan will be in place before the end of Term 1 for the replacement of north block including a timeframe for the work to take place. Resolve a course of action for the future of the school pool.

February, 2018