

# Kakatahi School

*Where school is cool and learning is fun.*

## School Charter

**Strategic and Annual Plan 2018 -2020**



Principals' endorsement:	Barry Garland
Board of Trustees' endorsement:	Leayne Huirua (Board Chairperson) (Signatures on hard copy)
Submission date to Ministry of Education:	20 March 2018

## Introductory Section - Strategic Intentions



<b>Mission Statement</b>	<p><i><b>Awhi nga tamariki ki te ao hurihuri</b></i> Nurture the children in our fast- changing world.</p>
<b>VISION</b>	<b>Put the child at the centre, make learning fun and celebrate our many successes</b>
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• Whakamiha - Respect - for oneself, for others and for our environment</li> <li>• Ngākau titikaha - Personal commitment - to strive to reach your full potential. (unwavering heart)</li> <li>• Manaakitanga - Caring - demonstrating compassion and support for one another.</li> <li>• Whakahī - Pride - in oneself, our school and our community.</li> <li>• Pākiki - Curiosity - responding to our world with wonder and inquisitiveness</li> </ul>
<b>OUR BELIEFS</b>	<p><b><u>High expectations:</u></b> Staff, students and community have high expectations of one another.</p> <p><b><u>Learning to learn:</u></b> Over time, students will develop the skills required for self-directed learning.</p> <p><b><u>Considering the future:</u></b> Investigation of issues such as sustainability at an age-appropriate level.</p> <p><b><u>Mana Māori:</u></b> Valuing the tangata whenua, taha Māori, and te reo Māori.</p> <p><b><u>Cultural diversity:</u></b> We will strive to gain a deeper understanding of different peoples and their cultures.</p> <p><b><u>We Are the Community's School:</u></b> We welcome and encourage the involvement of our families and the wider community.</p> <p><b><u>Inclusion:</u></b> Regardless of background, strengths or weaknesses, all children can learn and enjoy success.</p> <p><b><u>Have Fun:</u></b> We want our students to be secure, happy and having <u>fun</u> every day.</p>

<b>Māori Medium Status</b>	<p>The school will encourage children to learn the basics of the Māori language If whānau express a wish for bilingual or Māori immersion education, they will be provided with contact details for a local kura kaupapa Māori.</p>	
<b>Students' Learning</b>	<p>In February 2018, there were 8 students on the roll. In core curriculum, most students are achieving at or near age expectations. However, we continue to look for enhancements in reading, writing and mathematics programmes. This year we will have a focus on science with the principal aim of establishing a clear understanding of the scientific method -</p> <ul style="list-style-type: none"> <li>• <b>Make Observations • Do Research • Form a Hypothesis • Test Your Hypothesis • And Draw Conclusions</b></li> </ul>	
<b>Student Engagement</b>	<p>The community sees quality student engagement as a feature of Kakatahi School and there is wide approval for the demonstrated success of our teaching and learning programmes.</p> <p>Teachers believe that every child can succeed. The school prioritises a school atmosphere of mutual respect and the provision of a safe physical and emotional environment where children are happy in their learning. Visitors and parents continue to comment regularly on our delightful students who are clearly happy in their work and in their relationships with peers and adults in the school.</p>	
<b>School Background, Organisation and Structures</b>	<p>Kakatahi School is a rural, sole-charge full primary school (Years 1 -8) located in the Parapararas 50km from Whanganui. The school celebrated its centenary in 2013. A part-time teacher releases the principal 3 days each fortnight. Other staff include a part-time cleaner, part-time groundsman and a part-time office administrator who also provides classroom support as a teacher aide. The children work together in one multi-level classroom and are ability grouped for core curriculum. Our situation and our small roll confer advantages including the ability to allot a significant amount of focused 1:1 or small group teaching.</p>	
<b>Review of Charter and Consultation</b>	<p>The current Charter, Strategic and Annual sections were reviewed and updated early in 2018.</p> <ul style="list-style-type: none"> <li>• There is ongoing informal consultation daily with our small group of families. Parents frequently spend time in the classroom at the beginning or the end of each day. Informal discussions take place on school programmes and progress.</li> <li>• Parents, whānau and the wider community enjoy the school's informative newsletters. The school will consult with and report to whānau on the achievement of Māori students.</li> <li>• The school enjoys positive and supportive engagement with our parents, whānau and community</li> <li>• In 2018 the school will consult with the community on the implementation of the Health and Physical Education curriculum as required under Section 60B of the Education Act 1989, as amended by the Education Standards Act 2001,</li> </ul>	

## Nga Miro - The threads of our curriculum at Kakatahi School

1. The child at the centre

2. Blitzing the basics



3. Ka Hikitia

4. Our Precious Environment

5. Our Wider World

6. Inquiry learning \*\*\* Self-directed Learning \*\*\*\*

### 1. The child at the centre

- The curriculum will respond to the needs and interests of the children.
- The children will come to understand that they have a stake in this venture - that it is about them and that their voices will be heard.
- Developing and maintaining a secure, happy and respectful learning environment.
- Fostering a strong disposition for learning. The children will want to come to school, will see that they are making progress and will be encouraged and motivated by their progress.
- Children learning about learning - understanding the processes of learning and being able to share, with developing skill, their understanding of their own progress and attainment.
- Children being prepared to take risks educationally. "I won't give in, just because this is a bit hard."
- The child at the centre and the Ka Hikitia threads are closely interwoven

## 2. Blitzing the Basics

- Core curriculum is given rigorous attention - spelling, phonics, writing, reading, basic maths facts and maths number knowledge.

## 3. Ka Hikitia

- The implementation of Ka Hikitia involves nurturing a *disposition* - an *attitude of self-belief*.
- This can be achieved in subtle ways, in day-to-day conversations that promote success for Māori as Māori, the relevance of te reo, Māori history, traditions and culture, and how these can foster mana Māori, a strong sense of belonging and of self-confidence.

## 4. Our Precious Environment

- Utilising the quality natural resources available to us in our district and beyond
- Edible gardens
- Understanding and respecting the living world of animals and plants
- Sustainable living
- Our River, Mangawhero, its history, its importance and how we use it

## 5. Our Wider World

- International languages (French, Japanese, Chinese, German)
- A global dimension to our studies
- Investigating global issues that impact on us all

## 6. Inquiry Learning

- Nurturing a sense of wonder and curiosity
- Developing an interest in effective questioning and authentic inquiry.
- Developing skills in finding the answers to their questions and processing these answers.
- Giving inquiry a practical form that will enthuse the children.
- K.I.A. (Kakatahi Inquiry Agency) - an identity as inquiry agents

## Strategic Section 2018-2020

Kakatahi School's strategic goals showing links with our beliefs and the school's *threads*

Strategic Goal		Our Beliefs	Nga Miro o Kakatahi (Threads)
<b>1 &amp; 2</b>	<p><b>Literacy and Mathematics Enhancement</b> Continuous enhancement of reading, writing and maths programmes with a view to accelerating student progress.</p>	<p>Learning to Learn High Expectations</p>	<p>The child at the centre Blitzing the basics</p>
<b>3</b>	<p><b>Inquiry Learning</b></p>	<p>Learning to Learn High Expectations</p>	<p>Inquiry learning Our wider world Our Precious Environment The child at the centre    Ka Hikitia</p>
<b>4</b>	<p><b>Promoting Student Wellbeing</b> Provide a learning environment for students which is safe physically and emotionally and actively promotes wellbeing, tolerance and positivity.</p>	<p>Inclusion Treaty of Waitangi Community Engagement</p>	<p>The child at the centre Ka Hikitia</p>
<b>5</b>	<p><b>Ka Hikitia</b> Providing all Māori students with opportunities to realise their potential to succeed as Māori in the modern world.</p>	<p>Treaty of Waitangi Cultural Diversity    Inclusion Community Engagement High Expectations</p>	<p>Ka Hikitia The child at the centre</p>
<b>6</b>	<p><b>Self-directed Learning</b> Cultivating curiosity and independence. Encouraging <i>effort over success</i>. Greater student choice. Children understanding their current learning goals and recognising their progress and achievement.</p>	<p>Learning to Learn High Expectations</p>	<p>The Child at the Centre</p>
<b>7</b>	<p><b>Science</b> Develop engaging units of work in all 4 science strands: Put emphasis on the scientific method.</p>	<p>Learning to Learn High Expectations Considering the Future</p>	<p>Our Precious Environment Our Wider World The child at the Centre</p>

Strategic Goals		Annual Plan 2018 - This year's key strategies with regard to strategic goals
1	<p><b>Literacy enhancement</b></p> <p>Continuous enhancement of reading and writing programmes with a view to accelerating student progress.</p>	<ul style="list-style-type: none"> <li>• <b>Developing more play-based learning activities for our younger students</b> (Professional development with Nathan Mikaere Wallis)</li> <li>• Identify and practise more rigorously the different writing/reading genres</li> <li>• Individual writing targets for all students to be visible and self-monitored regularly</li> <li>• Greater use will be made of learning tools and resources available online</li> </ul>
2	<p><b>Mathematics Enhancement</b></p> <p>Continuous enhancement of mathematics programmes with a view to accelerating student progress.</p>	<ul style="list-style-type: none"> <li>• Greater use of materials to support acquisition of new strategies or knowledge</li> <li>• Continue to develop and modify individual student tracking sheets</li> <li>• Foster over time stage-appropriate problem-solving capabilities</li> </ul>
3	<p><b>Inquiry Learning</b></p> <p>Development of teacher-facilitated inquiry learning which will foster an increasing degree of student independence.</p>	<ul style="list-style-type: none"> <li>• Introduce more student choice in the selection of topics</li> <li>• Work further on developing appropriate inquiry questions</li> <li>• Work further on how to plan, take notes and develop an authentic and appropriate 'product'</li> </ul>
4	<p><b>Promoting Student Well-being</b></p> <p>Provide a learning environment for students which is safe physically and emotionally.</p>	<ul style="list-style-type: none"> <li>• Make our values statements more visible in the school</li> <li>• Research and celebrate role models (not necessarily famous people) who exemplify our school's values</li> <li>• Develop student skills in responding to early signs of frustration in the playground</li> </ul>
5	<p><b>Ka Hikitia</b></p> <p>Providing all Māori students with opportunities to realise their unique potential to succeed as Māori in the modern world.</p>	<ul style="list-style-type: none"> <li>• More repetitive use of te reo to ensure familiarity with and retention of words and phrases.</li> <li>• Become familiar with the school's values in te reo Māori</li> <li>• Learn in more depth about the early history of New Zealand, pre- and post- Waitangi.</li> </ul>
6	<p><b>Self-directed learning</b></p> <p>Cultivating curiosity and independence. Encouraging effort over success</p>	<ul style="list-style-type: none"> <li>• More choice in topic selection and individual timetabling for their day</li> <li>• Foster deeper student familiarity with their individual targets and progress enabling them to verbalise where they are and where they need/want to go next.</li> <li>• Children becoming more confident in discussing their own progress</li> </ul>
7	<p><b>Science</b> Develop engaging units of work in all 4 science strands: Put emphasis on the scientific method.</p>	<ul style="list-style-type: none"> <li>• Key aim: to develop and practise a clear understanding of <i>the scientific method</i>.</li> <li>• Create learning programmes from all four science strands - one each term this year.</li> <li>• Create high interest though relevant, hands-on activities including experiments.</li> </ul>