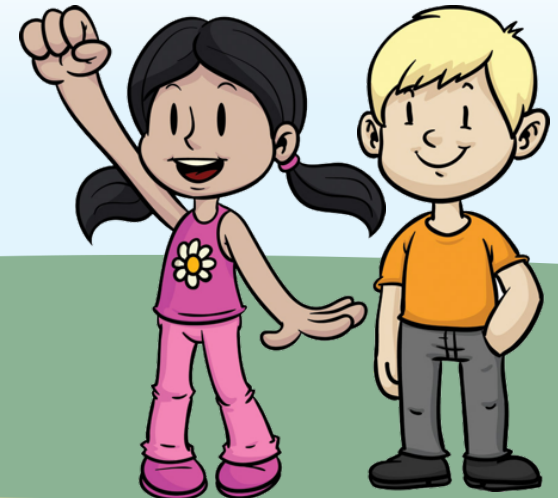




**Konini School**

# 2018 Charter



## Introduction

The Konini School Charter is the Board of Trustee's guiding document. The Charter outlines our aspirations as a school to Engage, Connect and Inspire our learners. Our Strategic Goals centre around the three simple headings of Learning, Culture and Environments. Our goals are interwoven and provide us with our guiding values, which are;

Child centered learning

Whanaungatanga – The importance of building strong, positive and respectful relationships

Kaitiakitanga – valuing our environment and recognising the importance of building and embedding sustainable practice

Wananga – maximising the use of our learning environment to provide authentic learning opportunities that are fun

Tangata whenuatanga – valuing cultural diversity and celebrating the unique differences, talents, values and perspectives we all possess

Konini School is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. We will achieve this through an ongoing cycle of self-review to ensure that;

- We provide a safe, positive and respectful learning environment
- Our policies and procedure's framework is up to date and reflective of current legislation
- We plan and deliver effective learning programmes that engage and challenge learners
- We effectively communicate with all stakeholders to improve the learning outcomes for all students

Our school is fully committed to working successfully on the government priorities for educational achievement of Maori, Pasifika and learners with special education needs. The current projects that reflect these priorities are:

- An ongoing development focus in the teaching of writing in order to improve rates of achievement for our students
- Specialized programmes that identify students with individual needs and provide specific learning programmes to support their development and progress
- Develop a strategy to engage Maori learners and whanau and raise levels of achievement

Andrew Ducat  
Principal

## Our Strategic Goals

| Learning   | Environments  | Culture   |
|--|---|---|
| <p>We recognise the importance of building a strong, collaborative learning culture at Konini through;</p> <ul style="list-style-type: none"> <li>• Adaptive and supportive learning programmes</li> <li>• Culturally responsive practice</li> <li>• Inquiry and Authentic learning context</li> <li>• Student agency</li> </ul>   | <p>Our learning environments provide a wealth of opportunities to develop sustainable practice and 'activate wonderment' through;</p> <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Participation</li> <li>• Innovation</li> <li>• Collaborative practice</li> </ul> | <p>A culture of belonging, pride and innovation is fostered at Konini through;</p> <ul style="list-style-type: none"> <li>• Culturally responsive practice</li> <li>• Building strong connections</li> <li>• Valuing others</li> <li>• Celebrating diversity</li> </ul> |
| <p>Konini School is a Positive Behaviour for Learning (PB4L) School. PB4L underpins everything we do. It is interwoven in the values that shape and maintain our school kaupapa. To foster a culture of mutual respect and achieve high expectations for student behaviour and learning we;</p> <ul style="list-style-type: none"> <li>• Maintain a school environment that is positive and supportive</li> <li>• Ensure that expectations are consistently clear</li> <li>• Recognise and celebrate expected behaviours</li> <li>• Teach expectations</li> <li>• Demonstrate consistency and fairness when responding to inappropriate behaviour</li> </ul> |   |   |

## Strategic Goal - Learning

| Core Strategies for Achieving Learning Goals  |  |   |
|---|--|---|
| 2017  | 2018   | 2019  |
| <ul style="list-style-type: none"> <li>Review learning support programmes currently in place and explore suitable opportunities for our learners</li> <li>Introduce Reading Recovery programme by training two members of staff</li> <li>Introduce a more robust TAI model, linking in PLD and PLGs to target learners support strategies</li> <li>School wide focus on writing with focus on forming robust OTJs and pupil engagement</li> </ul> | <ul style="list-style-type: none"> <li>Carry out an ongoing process of review to evaluate the effectiveness of learning support programmes</li> <li>Build on from first year of Reading Recovery training to consolidate robust practice and support</li> <li>Consolidate TAI practice (Priority Learners, appraisal goals, school goals)</li> <li>Continue school wide Literacy focus – individual professional goals linked to effective delivery of engaging writing lessons</li> </ul> | <ul style="list-style-type: none"> <li>Carry out an ongoing process of review to evaluate the effectiveness of learning support programmes</li> <li>Train a new member of staff in Reading Recovery</li> <li>Introduce school-wide focus on effective delivery of Mathematics programmes. Link schoolwide PLD with TAI processes</li> </ul> |
| <ul style="list-style-type: none"> <li>Inquire into teaching practice to improve the disparity in academic achievement of our Maori learners</li> <li>Consult with whanau</li> <li>Develop a culturally responsive action plan to improve teacher knowledge and practice</li> </ul>   | <ul style="list-style-type: none"> <li>Develop schoolwide understanding of what culturally responsive practice is</li> <li>Review academic achievement to evaluate effectiveness of strategies used</li> <li>Consult with whanau on student achievement and learning programmes</li> </ul>   | <ul style="list-style-type: none"> <li>Review academic achievement to evaluate effectiveness of strategies used</li> <li>Set individualised culturally responsive practice goals in to TAI process</li> </ul>   |
| <ul style="list-style-type: none"> <li>Explore child centred learning opportunities through exposure to rich, authentic learning experiences in a local context (school environment)</li> <li>Revisit and refine the Konini Inquiry model to ensure consistency across school and embed good practice</li> </ul>  | <ul style="list-style-type: none"> <li>Trial 'no classroom days' across the school, using powerful experienced based learning opportunities to engage and enthuse pupils</li> <li>Review Inquiry planning processes to factor in thinking skills, use of digital devices as well as authentic learning experiences</li> </ul>  | <ul style="list-style-type: none"> <li>Build on 'no classroom days' trial with the goal of running 1 day per term</li> <li>Planning documentation to include use of E-Learning to enhance leaning opportunities</li> <li>Ongoing monitoring of Konini Inquiry model to ensure consistency in planning and delivery</li> </ul>               |
| <ul style="list-style-type: none"> <li>Maintain and improve child centred practice through pupil agency (leadership opportunities, learner-led conferences, LEO and Inquiry)</li> <li>Provide a rich and diverse learning programme where pupil's creative and innovative abilities are enhanced</li> </ul>   | <ul style="list-style-type: none"> <li>Review pupil leadership opportunities across the school</li> <li>Review learner-led conferences and how digital technology is used to help pupils with their learning</li> <li>Explore collaborative Arts projects between specialist teachers, class teachers and learners</li> </ul>  | <ul style="list-style-type: none"> <li>Review pupil ownership of class and school-wide learning programmes</li> <li>Develop strategies to provide pupils with additional opportunities to discuss learning progress with whanau via digital platforms</li> </ul>  |

## Strategic Goal – Culture

| Core Strategies for Achieving Culture Goals  |  |   |
|--|--|---|
| 2017   | 2018   | 2019  |
| <ul style="list-style-type: none"> <li>The unique identity of our Maori learners will be recognised and celebrated in all school settings</li> <li>The cultural backgrounds all our learners come from will be recognised and celebrated</li> </ul>  | <ul style="list-style-type: none"> <li>Students will play an active part in leading school events and the development of schoolwide te reo/tikanga - including mihi whakatau, assemblies, community events, weekly school bulletins via digital platform</li> <li>Language weeks and significant cultural celebrations will be recognised school wide through school assemblies and learning programmes</li> </ul>   | <ul style="list-style-type: none"> <li>The school's kaupapa and tikanga are embedded and sustainable</li> <li>The school is recognised for celebrating cultural diversity</li> </ul>  |
| <ul style="list-style-type: none"> <li>Opportunities for our whanau to come in and celebrate learning will be offered each term</li> <li>Our transition to school processes will be reviewed to ensure new families feel welcomed and informed</li> <li>Improved channels of communication with whanau will be trialled and reviewed</li> <li>Community working bees focussing on enhancing our environment will be organised</li> </ul>     | <ul style="list-style-type: none"> <li>Whanau consulted on reporting processes around student learning</li> <li>Second year of new transition process – embed good practice and build on feedback from consultation</li> <li>Whanau consulted on school wide home/school communication processes</li> <li>Working bees linked in with Living Landscape (Property) Plan, local community brought in as well to support replanting and walkway projects</li> </ul>   | <ul style="list-style-type: none"> <li>Whanau are engaged and feel part of student learning process</li> <li>Whanau consulted about transition process</li> <li>Working bees continue and are linked in with the Living Landscape Plan</li> <li>Build partnership with school, community organisation and local residents on agreed projects</li> </ul>       |
| <ul style="list-style-type: none"> <li>Project/ Innovation Team leaders will have the opportunity to drive forward key areas of the school's strategic plan as part of a distributive leadership model</li> <li>Wellness team established with the long term goal of supporting the wellbeing of staff, pupils and community. The short term goal is on establishing a team and timetabling in a regular (weekly) wellbeing focus</li> </ul> | <ul style="list-style-type: none"> <li>Annual plan developed to take into account school-wide priorities</li> <li>Leadership responsibilities are reflective of annual priorities</li> <li>Staff consulted on distributed leadership model</li> <li>Opportunities provided for project/innovation team leaders to attend relevant PLD</li> <li>PB4L/Wellness team to report regularly to BoT</li> <li>BoT review on how to support staff well-being – put in place deliberate acts to demonstrate BoTs commitment</li> </ul> | <ul style="list-style-type: none"> <li>Annual plan continues to focus on school-wide priorities</li> <li>Leadership opportunities continue to be reflective of school-wide priorities</li> <li>Opportunities provided for staff interested in developing leadership capabilities</li> <li>BoT to develop a year overview to support staff wellness</li> </ul> |
| <ul style="list-style-type: none"> <li>School wide celebrations recognising key dates such as Matariki, Maori language fortnight etc... will be recognised each year</li> <li>Teachers will adopt the tuakana teina model in classrooms and encourage pupils to teach class members about their own language and cultural celebrations</li> </ul>  | <ul style="list-style-type: none"> <li>Students will play an active part in leading school events and significant cultural celebrations will be recognised school wide through school assemblies and learning programmes</li> <li>Community involvement in school celebrations will be fostered</li> <li>Inclusive model for intervention and support programmes modelled consistently across the school</li> </ul>  | <ul style="list-style-type: none"> <li>Staff, students and community work collaboratively on recognised celebration events</li> <li>The practice of inclusiveness is modelled consistently across the school for learning support programmes</li> </ul>   |

## Strategic Goal – Environments

| Core Strategies for Achieving Environment Goals  |  |  |
|--|--|--|
| 2017   | 2018   | 2019   |
| <ul style="list-style-type: none"> <li>Our physical environments will reflect Aotearoa's unique identity</li> <li>We will make use of our local community, environment and history to maximise learning opportunities</li> <li>Te Reo and Tikanga Maori will be highly visible across all school settings</li> </ul>   | <ul style="list-style-type: none"> <li>Our physical environments will continue to reflect Aotearoa's unique identity</li> <li>Teacher planning to include - learning opportunities available through our local community and environment</li> <li>Te Reo and Tikanga Maori will continue to be highly visible across all school settings with increased student ownership (signage and student leadership via digital celebration platform)</li> </ul> | <ul style="list-style-type: none"> <li>Our school's physical environment will be recognised and celebrated by others for reflecting Aotearoa's unique identity</li> <li>Planning will include reference to local taonga and whakapapa to enhance authentic learning opportunities</li> <li>Te Reo and Tikanga Maori will continue to be highly visible across all school settings with increased student leadership</li> </ul> |
| <ul style="list-style-type: none"> <li>Our Enviro learning programme will be integrated into the school curriculum with teams taking ownership of strategic environmental goals</li> <li>Our community will have ownership of the 'Learning Landscape' plan and actively support the development of the school environment through working bees</li> </ul>   | <ul style="list-style-type: none"> <li>Each team/syndicate will have take ownership of the Forest Kaitiaki project and regularly visit allocated area</li> <li>Our community will support the school work on projects listed in the 'Learning Landscape' plan through working bees and community driven partnerships</li> </ul>  | <ul style="list-style-type: none"> <li>Teams/syndicates will refocus and select new challenges/goals which reinforce and build on the Forest Kaitiaki project</li> <li>Community to continue to support the school work on projects listed in the 'Learning Landscape' plan through working bees and community driven partnerships</li> </ul>  |
| <ul style="list-style-type: none"> <li>Our physical environment will provide opportunities for the 'Activating Wonderment' and 'Taking Action' phases of the Konini Inquiry Process</li> <li>Through the development of our physical environment, a variety of innovative and engaging settings will be created to enhance learning opportunities and provide rich, authentic learning experiences</li> <li>Partnerships with local and regional organisations will be fostered to encourage innovation and collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Innovative and engaging learning opportunities within the school's physical environment will be provided each term (or at the start of the Inquiry process) to 'Activate Wonderment'</li> <li>Partnerships with local and regional organisations will continue to be fostered to encourage innovation and collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>Innovative and engaging learning opportunities within the school's physical environment will be provided each term (or at the start of the Inquiry process) to 'Activate Wonderment'</li> <li>Organisations and Schools will continue to work collaboratively with Konini</li> <li>Konini School recognised for innovative and collaborative practice</li> </ul>                        |
| <ul style="list-style-type: none"> <li>PLD in collaborative practice (PLGs, school visits, collegial feedback)</li> <li>Increased opportunities provided for whanau time across the school</li> <li>Celebration events will reflect strong school wide collaborative practice</li> </ul>   | <ul style="list-style-type: none"> <li>Continue staff PLD in collaborative practice</li> <li>Build self-evaluation of collaborative practice into appraisal process</li> <li>Pupils given leadership opportunities during whanau time and celebration events</li> </ul>  | <ul style="list-style-type: none"> <li>Carry out school wide review collaborative practice and identify future PLD</li> <li>Continue to grow pupil leadership and ownership of whanau time and school celebrations</li> </ul>  |

## Annual Development Plan - 2018

| Action and Personnel  |  | Cost  | Time frame   | Expected Outcome   | Actual Outcome |
|---|--|---|--|--|----------------|
| <b>Learning - Provide adaptive learning opportunities across the school to support the different needs of our students;</b> |  |   |  |  |                |
| Reading Recovery  | SLT,<br>Catherine<br>and Verily                                | Reading Recovery –<br>0.3 FTTE<br><br>MoE contribution -<br>0.5 FTTE  | All year   | <ul style="list-style-type: none"> <li>Catherine and Verily to consolidate Reading Recovery training.</li> <li>16-20 Year 2 students to receive 1 to 1 specialist literacy teaching support.</li> </ul>  |                |
| Steps to Literacy   | SLT, Ngaire<br>and<br>Rebecca                                  | Steps to Literacy – 20<br>hours per week<br>Learning Support +<br>\$3500.00 software<br>and resourcing costs    | Start week 2 T.1<br>and finish in<br>week 7-8 T.4. | <ul style="list-style-type: none"> <li>SLT and TL to select target learners. Rebecca and Ngaire deliver Steps prog in class.</li> <li>35 licences available. 50-60 Year 3-6 students to take part in Steps programme throughout the year.</li> </ul>   |                |
| English for Speakers of Other Languages (ESoL) support/Oral language enrichment   | Lisa, Debbie<br>B, Tiara,<br>Kirsty,<br>Leena and<br>Ngaire    | ESoL /Oral language<br>enrichment - 35<br>hours per week<br>Learning Support +<br>\$1000.00 resourcing<br>costs | All year   | <ul style="list-style-type: none"> <li>Lisa/Debbie B to set up routines for small ESoL groups in Term 1 – working closely with Tiara, Kirsty, Leena and Ngaire to model good practice.</li> <li>T.A team to then work independently with groups of students, monitored by Debbie and Lisa</li> <li>___ pupils to receive targeted small group teaching</li> <li>Gains in literacy levels (oral language, reading and writing) for pupils taking part in intervention.</li> </ul> |                |
| Focus on school wide PLD to improve teacher knowledge and practice in developing effective and engaging writing programmes  | Teaching<br>team<br><br>Andy Butler<br>– Tools for<br>Teachers | No cost – PLD<br>sourced through<br>MoE PLD fund (150<br>hours of in-school<br>support)                         | July 2017 – EoY<br>2018                            | <ul style="list-style-type: none"> <li>Staff to take part in relevant PLD</li> <li>Staff supported with 1 to 1 mentoring and coaching</li> <li>Staff to select prof goal in writing as part of their TAI. Carry out self-reflection with TL</li> <li>Increase in the number of pieces of writing in pupil's books</li> <li>Improved gains in writing levels (target 3-5% school wide improvement )</li> </ul>  |                |
| <b>Learning – work with staff to develop a strong understanding of culturally responsive practice;</b>                      |  |   |  |  |                |
| Consult with our māori community on curriculum, expectations and communicating progress and achievement                     | Teaching<br>team   |   | All year   | <ul style="list-style-type: none"> <li>Consulted with whanau and established goals and expectations</li> <li>Establish regular whanau consultation events</li> </ul>   |                |

|  |                     |                                    |          |   |  |
|--|---------------------|------------------------------------|----------|---|--|
| Support staff to gain a clear understanding of culturally responsive practice strategies | Teaching team       |                                    | All year | <ul style="list-style-type: none"> <li>Consult with colleagues, community and local organisations to access appropriate professional support</li> <li>Carry out a series of workshops with staff on culturally responsive practice</li> <li>Staff to identify relevant strategies to trial as part of TAI</li> </ul>              |  |
| Develop a whole school te reo/tikanga programme promoting ako and tuakana teina          | SLT, Vicki P, Becks | 2 hours per week – Vicki and Becks | All Year | <ul style="list-style-type: none"> <li>School overview shared with staff</li> <li>Te Reo coaches in place across school</li> <li>Staff knowledge and confidence in using te reo improved</li> <li>Weekly vlog shared with staff and students</li> <li>Use of te reo evident across the school and during school events</li> </ul> |  |

### Learning – review the planning and delivery of Inquiry (Integrated learning incorporating Science and Social Studies) using E-Learning tools and Thinking framework to scaffold engaging learning opportunities;

|  |   |   |          |  |  |
|--|---|---|----------|--|--|
| Introduce a new planning tool to assist in the delivery of Inquiry   | Tracey P, SLT and TL, all staff         | \$20K (0.3 FTTE) – Tracey P                       | All year | <ul style="list-style-type: none"> <li>New planning model in place</li> <li>Staff supported to deliver planned, engaging Inquiry sessions</li> <li>Pupils model higher level thinking skills during Inquiry process</li> <li>Pupils use digital devices confidently to illustrate learning</li> </ul>                        |  |
| Focus on school wide PLD to improve teacher knowledge and practice in developing an effective and engaging Inquiry programme | Teaching team<br>Tracey Paechco - Blend | 0.2 FTTE – Vicki P<br>\$20K (0.3 FTTE) – Tracey P | All year | <ul style="list-style-type: none"> <li>Pupils demonstrate independence in the use of key apps/digital devices to celebrate learning</li> <li>Pupils apply Inquiry based thinking skills during Inquiry process</li> <li>Gains made in the level of pupil engagement, enthusiasm and agency in the inquiry process</li> </ul> |  |

### Learning - Provide a rich and vibrant Arts programme through;

|   |                     |   |                                      |   |  |
|---|---------------------|---|--------------------------------------|---|--|
| Specialist teachers employed, staff PLD and School and Community celebrations | Nikita, Cat and SLT | \$3000 (Music budget)<br>\$1000 (Performing Arts budget)<br>\$4000 (Visual Arts budget) | Music – all year<br>Dance – all year | <ul style="list-style-type: none"> <li>New Music Specialist teacher to deliver music lessons to all classes</li> <li>Dance sessions delivered to each syndicate over the course of a term</li> <li>Enrichment groups to be offered additional sessions on a weekly basis – both in dance and music</li> </ul> |  |
|---|---------------------|---|--------------------------------------|---|--|



## Culture - A culture of belonging, pride and innovation is fostered at Konini through;

|  |       |  |               |  |  |
|--|-------|--|---------------|--|--|
| Set up Innovation/Curriculum teams to drive forward new ideas and encourage ownership of ideas/initiatives                   | SLT   | PE/Sport - \$2000<br>Sci/Envior - \$3000<br>Literacy - \$2000<br>Library - \$5000<br>PB4L - \$4000 | All year      | <ul style="list-style-type: none"> <li>Innovation/Curriculum teams to meet minimum of once a term</li> <li>Innovation/Curriculum team leaders to develop action plan and report on achievements</li> </ul>   |  |
| Establish class free days in 2018 for every class in the school  | SLT   | EoTC - \$500   | By term 4     | <ul style="list-style-type: none"> <li>Staff consulted on organisation of class free days</li> <li>Suitable programme for class free day developed</li> <li>Every class to take part in at least one class free day</li> <li>Pupils and staff carry out review of class free day to make improvements</li> </ul>   |  |
| Deliver school/Community celebration events each term to celebrate learning, build whanaungatanga and promote student agency | Staff |  | One each term | Term 1 – Community picnic, Diversity Day and Commonwealth games themed Top Team day<br>Term 2 – Matariki celebration, Literacy Celebration<br>Term 3 –<br>Term 4 – Picnic Performance celebration  |  |
| Consult with the community on; reporting, health and PE curriculum, processes for new families joining Konini                | SLT   | Survey monkey - \$300  |               | <ul style="list-style-type: none"> <li>Whanau consulted about how they would like to be informed about pupil progress (evening/after school workshop)</li> <li>Survey monkey consultation for Health and PE curriculum</li> <li>Survey Monkey consultation carried out for new whanau joining Konini</li> <li>Results/feedback from consultation shared back via newsletter and shared with BoT</li> </ul> |  |
| Carry out community information sessions in 2018. New parent meetings (each term)<br>Writing<br>Cyber Safety – E-Learning    | SLT   |  |               | <ul style="list-style-type: none"> <li>New parent sessions – once a term linked in with Kotahi prog during the day, plus one evening session for parents not able to attend day session</li> <li>Writing workshop linked in with Literacy Week/Book Week – communicate learning progressions (term 2)</li> <li>Cyber Safety workshop linked in with E-Learning celebrations (Term 3 or 4)</li> </ul>       |  |

## Environments - to ensure that our learning environments provide opportunities to develop sustainable practice and 'activate wonderment' we plan to;

|   |     |  |               |  |  |
|---|-----|--|---------------|--|--|
| Develop a new 10YPP ready for 2018. Focus on ensuring our classroom learning environments are welcoming, attractive, well maintained and reflective of modern learning practice.  | BoT | \$8000 for 10YPP<br>\$7000 for condition Assessment Reports  | End of T.4    | <ul style="list-style-type: none"> <li>• Remaining Condition Assessment reports completed</li> <li>• Property subcommittee to meet with Stellar during the development phase of 10YPP</li> <li>• 10YPP in place by start of T2 2018</li> <li>• Project manager in place to oversee priority projects for 2018/9</li> </ul>   |  |
| Short term goals for 2018<br>Track link project in Enviro garden<br>Remove trees identified as hazards<br>Main court, Story tree drainage, track and concrete project<br>Priorities 'external funding' related projects | BoT | \$7000 – Trees<br>\$9000 – Enviro link track<br>\$100K – drainage and concrete repair work<br>\$30K – Story Tree track | End of term 1 | <ul style="list-style-type: none"> <li>• Trees removed and site made safe and useable. Where possible timber logs incorporated into learning landscape</li> <li>• Court and hall areas concrete work completed</li> <li>• Drainage along bottom of Story Tree installed and site made good</li> <li>• Track heading up Story Tree hill remains accessible all year long</li> <li>• Property Team to establish a priority list for 'externally funded' projects – have 1 project completed</li> </ul> |  |
| Develop Learning Landscape plan – develop set of Priorities over next 3-5 years   | BoT |  | Mid year      | <ul style="list-style-type: none"> <li>• 3-5 year plan in place, listing BoT and 'externally funded' projects</li> <li>• Plan approved by BoT to support 10YPP</li> <li>• Community informed of plan</li> </ul>  |  |