




Charter, Strategic Plan and Annual Plan

2020





At Birchville School/kura we are passionate about helping children/tamariki discover and achieve their potential. We recognise that people come with different values, cultures, strengths and needs and as a staff, together with our zoned community, we are committed to celebrating diversity and providing a quality education that meets the needs of all students. We see our role as helping our tamariki/children shine. We do this through genuine relationships, meaningful opportunities and a rich, integrated curriculum which challenges, engages, promotes and celebrates learning for all.

Our guiding motto:

Thinkers and Communicators who act with Integrity

together with our Vision:

Learn to Love - Love to Learn Ako ki te Aroha - Aroha ki te ako


Learning to love / Aroha ki te ako is all about building relationships. It's valuing each other in a culture of high trust, acceptance of diversity and a commitment to working together. It's also about finding the things that make us happy, that excite us, our passions and aspirations and that the more we learn the more likely we are to live full, happy lives.

Love to learn / Ako ki te Aroha is about instilling children with a passion for lifelong learning, and a positive mindset towards academic and social success. We want our learners to be aware of how they learn best, what they need to do next and demonstrate the ability to make informed choices on where, when and how they will make the required progress across the curriculum in a manner that is effective and targeted to their needs.

To implement our guiding motto we have a strong community partnership, where we provide opportunities for parents and whānau to work alongside the staff at our kura to help develop strong connections with the tamariki. Our PTA (parent/teacher association) is very active in supporting our kura with various activities, together with a whānau group that are very supportive with our kaupapa Māori initiatives and Kapa Haka group. Communication is a must for ensuring a good partnership between whānau and teacher, we welcome feedback and keep our caregivers informed through ETap parent portal, email, facebook/messenger and phone in regards to their tamariki's learning/wellbeing.

We have continued to develop our environment to ensure we meet the needs of today's learners which means that we have had a huge focus on providing a flexible modern learning environment which caters to a range of learners and learning styles. Our collaborative approach to teaching and learning help in developing our play based and deep learning initiatives. Our 3 teaching spaces are currently **Emerald** - year 0-2, **Moonstone** - year 3-4 and **Sapphire** - year 5-6. Tamariki come together as one group or divide into small groups. We encourage whānau to come into our classrooms and get involved with these initiatives as well as helping in our library, gardens, co-ordinating sports teams and providing support and supervision on outings.

Our zoned kura community is a mix of ethnic and socio-economic backgrounds with our roll reflecting the multicultural nature of New Zealand society. Our current Māori students represent 22.82%. We currently have 9 full time teachers, 7 ancillary staff and pride ourselves on creating a friendly environment that



children/tamariki want to be part of. Alongside a strong focus on academic achievement, we offer a huge range of extra opportunities for the children/tamariki. These currently include a school wide Kapa Haka, the opportunity to learn music (guitar, keyboard, drums), Dance Splash, drama, a wide range of individual and team sports, play on scooters, ride bikes on our BMX track and more!

Our Values - Whanonga Pono

We believe that all of our tamariki are similar to Gemstones in that they are small but precious, they are diverse and unique, and they take time within the right environment to develop, grow and reach their potential.

Our GEMS are embedded within:

Love to learn/Ako ki te Aroha (Growth/Te Whanake) and Learn to love/Aroha ki te ako (Empathy/Aroha, Mana and Self Belief/ Tū Māia)



TEACHING AND LEARNING

AKO - WĀNANGA

Birchville students make the most of the opportunities to grow their confidence, knowledge, understandings and potential.



RELATIONSHIPS

WHANAUNGATANGA

Birchville students accept others for who they are. They value diversity and are able to participate and contribute in a range of social contexts. They show aroha for others



PRIDE, ACTIONS AND INTERACTIONS

MANAAKITANGA

Birchville students treat others with respect and kindness. Our mana is enhanced by the way we treat others. Humble on the outside, confident on the inside.



IDENTITY AND CONFIDENCE

TANGATA WHENUA

Birchville students demonstrate belief in themselves by trying new things, sharing their ideas or abilities, speaking up and using their initiative.




The GEMS Framework provides us with a useful acronym used across the school/kura in many ways, such as:

- Our Planning Framework and the [Birchville Learning Pit](#)
- Our [Behaviour management Framework](#)
- Student Inquiry, [Learner Process](#) and [Teacher Inquiry](#)
- [Evaluation tools](#) and performance management
- Our “[Hidden GEMS](#)” are part of our systems for tracking and monitoring student achievement





Recognising Cultural Diversity

At Birchville School/kura we value our Māori tamariki and their whanau by ensuring all reasonable steps are taken to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) when requested and respecting their culture. Caring for students as Māori acknowledging their Mana (manaakitanga) and having high expectations (mana motuhake) is key to success.

Our [school's policies](#) and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Māori and Pasifika. The school currently takes the following steps:

- Having high expectations for all students, including Māori and Pasifika students.
 - Analysing Māori and Pasifika student achievement data and developing targets and action plans to address areas of need.
 - Providing instruction in tikanga and te reo Māori for all students.
 - Providing Kapa Haka instruction for all students.
 - Developing an understanding of Ka Hikitia, Tātaiako and what we can do to meet the strategic goals.
 - Providing all students with experiences and understandings in cultural traditions, languages and local history.
 - Developing partnerships through consultation with our Māori and Pasifika parents and community.
 - Providing leadership opportunities for our Māori and Pasifika students in a variety of contexts.
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STRATEGIC DIRECTION - 2020

VISION	Learn to Love - Love to Learn Ako ki te Aroha - Aroha ki te ako		
SCHOOL FOCUS	TŪrangawaewae		
STRATEGIC GOALS	Valuing every individual	Valuing localised curriculum	Valuing culturally responsiveness
WHAKATAUKI	Ko te ahurei o te tamaiti arahia ō tātou mahi Let the uniqueness of the child guide our work	Manaaki Whenua, Manaaki Tangata, Haere whakamua Care for the land, care for the people, go forward	Titiro whakamuri, kōkiri whakamua I walk backwards into the future with my eyes fixed on my past
STRATEGIC ACTIONS	NDPL - Key competencies and dispositions Child centred and driven Play based learning Assessment for learning Maths PLD	New Zealand History Enviro schools and sustainability Rebranding Kura Ahurea	Kapa Haka Powhiri / Poroporoaki Kaitiaki roopu Specific timetabling of te Reo Māori Bilingual signage New Zealand History Kura Ahurea Traditional Māori games Noho / Matariki Hauora Tuakana Teina
OUTCOMES	Every individual at Birchville school feels valued	Knowledge of and learning about our local curriculum is valued	We value the bi-cultural and multicultural nature of New Zealand
VALUES	 GROWTH - TE WHANAKE	 EMPATHY - AROHA	 MANA  SELF BELIEF - TŪ MĀIA



<p>Valuing every individual</p> <p><i>Ko te ahurei o te tamaiti arahia o tātou mahi Let the uniqueness of the child guide our work</i></p>	<ul style="list-style-type: none"> ➤ Parents and whānau, are well-informed, confident and are part of what our children are doing at school. ➤ Knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit our children’s education. ➤ Achievement is monitored on a genuine level and progress is focused on individually for every learner. ➤ Learning is not only based on the needs of the learners, but also on their interests, strengths and dispositions. 	<p><i>Every individual at Birchville school feels valued</i></p>
<p>Valuing localised curriculum</p> <p><i>Manaaki Whenua, Manaaki Tangata, Haere whakamua</i></p> <p><i>Care for the land, care for the people, go forward</i></p>	<ul style="list-style-type: none"> ➤ Our school is an extension of our community – you can tell it is a local school. ➤ Iwi and Māori language and culture are increasingly being included in the curriculum. ➤ Parents and whānau are invited and involved in the classroom programme. ➤ Our school curriculum includes local tikanga, language and culture. ➤ Learning is interesting and relevant and includes knowledge about this area, the environment, the local marae, hapū and whānau and how we all connect. ➤ Our school is focused on sustainability and the protection of our immediate and extended environment. 	<p><i>Knowledge of and learning about our local curriculum is valued</i></p>
<p>Valuing culturally responsiveness</p> <p><i>Titiro whakamuri, hōkiri whakamua</i></p> <p><i>I walk backwards into the future with my eyes fixed on my past</i></p>	<ul style="list-style-type: none"> ➤ Māori parents, whānau, hapū, iwi and Māori communities are key stakeholders in the school. ➤ Parents, whānau and community feel welcome in the school. ➤ Māori names are pronounced well ➤ Use of te reo Māori in class is becoming more normalised. ➤ Proficiency in te reo Māori is built upon each year. ➤ Being Māori is highly valued at our kura. ➤ Children understand that New Zealand is a bicultural society and they are proud of their own Tūrangawaewae. ➤ Our school values learning about the past generation’s stories to help us build purpose for the future. 	<p><i>We value the bi-cultural and multicultural nature of New Zealand</i></p>
<ul style="list-style-type: none"> ➤ 2020 Completion and extensions of 2018-2020 annual plan ➤ 2021 Develop a new 3 year plan (adapting from SpringBoard Trust work of 2020) ➤ 2022/23 Continued implementation of 2021-2023 plan 		

<u>Emerald Targets 2020</u>	<u>Moonstone Targets 2020</u>	<u>Sapphire Targets 2020</u>
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