

**Charter**

**2017 - 2019**

**Motto**

**Aim High – Whaia Te Iti Kahurangi – Tauivi Malosi – Visez Haut**

**Introduction**

**We are committed to living the principles of Te Tiriti o Waitangi and developing tamariki who are strong and confident in their own identities, languages and cultures, while celebrating those of others.**

**Purpose and Vision**

**To develop tamariki who are culturally intelligent life-long learners, who strive for excellence and contribute to their communities.**

**A metaphor**

A metaphor that captures Richmond Road School is a whariki (finely woven mat) of many colours. The foundational thread is the partnership of Māori and Pakeha under the Te tiriti Waitangi. Threads and colours from all other New Zealanders are then woven through this base. This illustrates how different cultures can stand connected and can learn together.

**Guiding principles**

**We are committed to providing an environment where:**

* Te Tiriti o Waitangi (particularly the processes of partnership, participation and protection) provides the foundation for the way we work together;
* We honour the unique history of bilingual education at Richmond Road School and ensure its continued rigour through strong leadership and effective bilingual teaching and learning pathways in Te Whānau Whāriki, Mua i Malae, and L’Archipel;
* The diversity, strengths and unique characteristics of each child’s language and culture are recognised and celebrated;
* Tamariki experience a curriculum that fosters a love of learning, high expectations, academic excellence, and quality  instruction in all languages;
* Tamariki experience a curriculum that helps them take increasing responsibility for their own learning and supports their holistic growth and wellbeing;
* School leaders, tamariki, teachers and whānau offer and experience a welcoming community of communities based on a  foundation of aroha, alofa, amour, love, kindness, care, respect and understanding;
* Those with special learning needs are included and no one feels excluded;
* Family/whānau/aiga/famille are valued partners in their children’s education;
* Tamariki experience smooth learning pathways from early childhood to Richmond Road School and beyond (for example, those developed by Kohanga Reo and Te Whānau Whāriki and those researched and developed by the A’oga Fa’a Samoa and Mua I Malae);
* Research and changes in science, technology and the wider environment are proactively responded to;
* All work together as one school, with harmony of overall direction.

**Strategic Goals**

1. **Tamariki develop a love of learning and strive for academic excellence and Maori, Pasifika and learners with special needs receive appropriate learning support**
2. **An on-going focus on improving our facilities, processes, resources and systems**
3. **Through unity demonstrate the principles of Te Tiriti o Waitangi and partnership and participation with parents and the wider community as the foundation for the way we work together**

Richmond Road School’s Charter gives effect to the Government’s national education guidelines and the board’s priorities, and provides a base against which the board’s actual performance can later be assessed.

**The National Education Guidelines** are:

**1.** [**National Education Goals**](http://www.minedu.govt.nz/educationSectors/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalEducationGoalsNEGs.aspx) **(NEGs)**

a) Statements of desirable achievements by the school system, or by an element of the school system; and

b) Statements of government policy objectives for the school system.

**2. Foundation Curriculum Policy Statements**

These are statements of policy concerning teaching, learning, and assessment that are made for the purposes of underpinning and giving direction to:

a) The way in which curriculum and assessment responsibilities are to be managed in schools; and

b) National curriculum statements and locally developed curriculum.

**3. National Curriculum Statements** (Te Marautanga o Aotearoa & New Zealand Curriculum)

a) The areas of knowledge and understanding to be covered by students;

b) The skills to be developed by students; and

c) Desirable levels of knowledge, understanding, and skill, to be achieved by students, during the years of schooling.

**4.** [**National Standards**](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/~/media/MinEdu/Files/EducationSectors/PrimarySecondary/PolicyAndStrategy/EducationNationalStandardsAmendmentAct20081.pdf)(Ngā Whanaketanga Rūmaki Māori & National Standards)

These are standards, in regard to matters such as literacy and numeracy, that are applicable to all students of a particular age or in a particular year of schooling.

**5.** [**National Administration Guidelines**](http://www.minedu.govt.nz/educationSectors/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalAdministrationGuidelinesNAGs.aspx) **(NAGs)**

These are guidelines relating to school administration and which may (without limitation) –

a) set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purposes of section 61:

b) set out requirements relating to planning and reporting;

c) communicate the Government’s policy objectives; and

d) set out transitional provisions for the purposes of national administration guidelines.

**The unique position of M**ā**ori Culture**

In partnership with whānau and iwi we will ensure that te reo Māori is a living language at Richmond Road School.

We will ensure that all Māori tamariki are engaged in quality teaching and learning experiences that support them to enjoy and achieve education success as Māori.

We will support tamariki to develop their knowledge of te reo and tikanga Māori across the whole school. We will respect tikanga Māori in governance, management and school processes.

**Cultural diversity**

Our curriculum will encourage tamariki to understand and respect the different cultures that make up New Zealand society.

We will celebrate and leverage the diversity of languages and cultures at Richmond Road School in ways that help all tamariki develop cultural intelligence.

By working in partnership we will ensure that a range of languages is visible throughout the school and that all tamariki (including those in Kiwi Connection) are able to deepen their knowledge of a range of languages, cultural experiences and ways of thinking.

We will ensure that tamariki in Te Whānau Whāriki, Mua i Malae, and L’Archipel Rōpu are able to learn and develop educational excellence through their respective Māori, Samoan and French languages, cultures, and ways of being.

**Graduate Profiles for each R**ō**pu**

This is work still to be developed in 2017

The board and the school’s community will work to ensure that the outcomes identified in Te Tahuhu o te Matauranga / Ministry of Education’s Mātaiako, Tātaiako and Ka Hikitia – Māori Education Strategies, and its Pasifika Education Plan are achieved.

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| **Strategic Goal One**: **Through unity demonstrate the principles of Te Tiriti o Waitangi and partnership and participation with parents and the wider community as the foundation for the way we work together** | | | | | |
| **Intended Outcomes** | **Actions/Strategic Priorities** | **Who** | **Budget/Resource** | **Reporting** | **2018/2019** |
| Parents and whānau understand and support the school values and they promote tolerance, acceptance, understanding and compassion | Develop visual communication tools for use on enrolment, school tours, for display, rōpu hui, school assembly, school newsletter  Profile a school value fortnightly and linked to PB4L | Principal, Graphic Designer and staff | Design and printing costs | Principal will report to BoT following a Term 4 survey of parents/whānau/  children/staff | Review and implement change following feedback from parents /whānau/ children / BoT |
| Parents and whānau actively involved in supporting the direction of the school | Re-introduce a pre-board hui prior to every BoT meeting for parents/whanau | Board member [Jozie Sharpe] | Room and refreshments | Board member/s report to following BoT meeting and annual review | Review and implement change following feedback from parents /whānau/ children / BoT |
| Strong engagement between BoT, leadership, staff and parents / whānau leading to strengthened whole of school community relationships | Develop communications that reflect charter values and uphold the mana of all | BoT and School leadership | Facilitator? Perhaps NZSTA can assist |  |  |
| School leadership and staff are approachable and available to address issues in a timely way. | Communicate ways in which staff are available  School management has an open door policy | School leadership | School newsletter, FB page and Rōpu newsletters | Principal will report to BoT following a Term 4 survey of parents/ whānau | Review and implement change following feedback from parents /whānau/ children / BoT |
| Children’s learning journeys from ECE to school are strengthened | Meet with contributing ECEs to develop and implement a plan to strengthen transition protocols between ECE and school | School leadership and ECE leadership | Welcome Brochures, School Prospectus, Visits to Centres | Principal’s report to BoT when this happens | Review and implement change following feedback from parents /whānau/ children / BoT |
| The community better understands Te Tiriti o Waitangi | Offer a range of free opportunities for board, community and staff to learn more about Te Tiriti o Waitangi | Delegated BoT member [Heidi Mackey | Facilitator fees/koha, room and refreshments | Delegated Board member report | Review and implement change following feedback from parents /whānau/ children / BoT |
| There is an overall school sense of belonging where children, staff parents/whānau value and respect all cultures | Offer diversity of experiences, culture and thinking including sharing languages, celebrations, history and traditions  Develop sporting and / or cultural groups across rōpu  Plan regular exchanges between rōpu | Rōpu leaders and staff | Curriculum budget |  | Scope the possibility of a school uniform  Consider forming a PTA that consist of parents across units |

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| **Strategic Goal Two**: **Tamariki develop a love of learning and strive for academic excellence and Māori, Pasifika and learners with special needs receive appropriate learning support** | | | | | |
| **Intended Outcomes** | **Actions/Strategic Priorities** | **Who** | **Budget/Resource** | **Reporting** | **2018/2019** |
| Parents, whānau and staff understand what children will know and can do when they leave Richmond Road School | Develop a graduate profile that is clear about what success looks like at year 6 | Staff | Professional Practice Meetings | Share draft with parents and BoT in term 4 | Consider developing a profile with ECE for transition to school |
| Tamariki aim high and strive for academic excellence  School data shows more equitable outcomes for tamariki | Set targets that represent academic excellence at school wide and rōpu levels  Set targets and support priority learners to achieve them | Staff and Board | Previous years data analysis | Mid and end of year BoT reports | Revise targets based on 2017 data analysis |
| Tamariki in Te Whānau Whāriki, Mua I Malae and L’Archipel achieve **valued language outcomes** | Establish bi-lingual team and provide **quality professional development instruction for bi-lingual teachers** | Leadership,  Bi-lingual team, bi-lingual staff and BoT | MoE PLD provision, school PLD budget | PLD journal and delivery plan | Continue this development as per MoE PLD provision |
| Teachers are using robust and valid assessments that measure all important outcomes, including bilingual proficiency (not just national standards) | Explore possible assessment tools that support our developing year six graduate profile.  Review assessment tools that measure bi-lingual proficiency | DP responsible for assessment and bi-lingual team | MoE PLD provision and curriculum budget | DP to report on assessment review and bi-lingual team report to BoT | Design and implement new assessment approaches based on the 2017 review |
| Teachers are up to date with new developments in curriculum, teaching and learning | Implement PLD policy and plan (e.g., Learning with Digital technology [LwDT], Teacher Learning Communities (TLCs) and Tumuaki and Leadership) | Principal and BoT | PLD budget, TLIF fund and MoE PLD funding | Updates in Principal’s report to BoT | Continue this development as per MoE PLD provision and school policy |
| Tamariki are confident, give new things a go, are adaptable and take increasing responsibility for their own learning | Provide ICT tools to support tamariki to become more independent in their learning  Gather baseline data about students’ confidence to ‘give new things a go’  Teachers offer electives on ‘Creative Fridays’ and students try new activities | LwDT facilitator, eTeam and staff | Gala day funding and curriculum budget. | Updates in Principal’s report to BoT | Review and implement change following evaluation and feedback |
| Members of the school community are inclusive and support the learning of all tamariki. | Develop ways to welcome new students with special learning needs  Prioritise planning for tamariki with special learning needs/difficulties and ensure resources necessary to support their learning are provided quickly  Celebrate the successes of tamariki with special learning needs/difficulties and develop protocols with ECE for transitioning tamariki with special learning needs/difficulties | SENCO, staff and BoT | Curriculum budget | SENCO end of year report to the BoT | Review and implement change following evaluation and feedback |

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| **Strategic Goal Three**: **An on-going focus on improving our facilities, processes, resources and systems** | | | | | |
| **Intended Outcomes** | **Actions/Strategic Priorities** | **Who** | **Budget/Resource** | **Reporting** | **2018/2019** |
| All classes including bi-lingual classes are appropriately staffed | Review recruitment and retention policies to address teacher shortages in specific languages | Principal and Board | External expertise | Report to Board | Implement recruitment and retention policies following the 2017 review |
| The school operates within annual financial grants  Donations and fundraising opportunities are optimised | BoT finance committee meets prior to each board meeting to review the monthly financials  Review fundraising and donations policy | Steve Maskell, Heidi MacKay and Principal  Board Member **[Peter]** | Board time  Board time | Reports to Board | Ongoing  Implement and advertise the outcome of the fundraising and donations policy review |
| Teacher and students work and learn in modern and innovative learning environments. | Implement the school’s 10YPP | Principal and Board | 10YPP and MoE roll growth | Report to the Board [Principal, Peter Coats and Kahu] | Continue to implement the school’s 10YPP |
| Students and staff experience a safe physical and emotional environment | Implement school health and safety policies  Maintain H & S staff spreadsheet  Weekly meetings and follow-up actions with ministry and building project team during the build for the 6 classroom ILE project | Board and Principal | Operations grant | Updates in Principal’s report to BoT | Review Health, safety and welfare policy |