



Te Kura O Ritimana

**Richmond Road School**

Growing Together As One

# Charter

**2019-2021**

## 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) 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
- 2) Tamariki develop a love of learning and strive for academic excellence and Maori and Pacific students have their academic, cultural and language needs valued and met
- 3) An on-going focus on improving our facilities, processes, resources and systems

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 (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 (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 (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 Māori 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 Rōpu**

This is work still to be developed in 2020

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.



<b>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</b>					
<b>Intended Outcomes</b>	<b>Actions/Strategic Priorities</b>	<b>Who</b>	<b>Budget/Resource</b>	<b>Reporting</b>	<b>2020/2021</b>
Parents and whānau understand and support the school values and they promote tolerance, acceptance, understanding and compassion <b>Light</b>	Develop visual communication tools for use on enrolment, school tours, for display, rōpu hui, school assembly, school newsletter  Profile a school value fortnightly	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
Strong engagement between BoT, leadership, staff and parents / whānau leading to strengthened whole of school community relationships <b>Light</b>	Develop communications that reflect charter values and uphold the mana of all	BoT and School leadership, staff and whānau	All stakeholders at school NZSTA can assist		
School leadership and staff are approachable and available to address issues in a timely way. <b>Light</b>	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 <b>Light</b>	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 <b>Light</b>	Offer a range of free opportunities for board, community and staff to learn more about Te Tiriti o Waitangi  Te Reo Māori across school and Tikanga is normalised	Delegated BoT member ( TBC) and staff	koha, room and refreshments  Fixed term unit holders/budget	Delegated Board member report  Principals report informed by fixed-term unit holders	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 <b>Light</b>	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	Ngā Pou Team and staff, PTA team which represents rōpū across the school	Fixed term unit holders and the culture of 'the way we do things at our kura'	Principals Report	Review and survey parent community and students

<b>Strategic Goal Two: Tamariki develop a love of learning and strive for academic excellence and Māori and Pacific students have their academic, cultural and language needs valued and met</b>					
<b>Intended Outcomes</b>	<b>Actions/Strategic Priorities</b>	<b>Who</b>	<b>Budget/Resource</b>	<b>Reporting</b>	<b>2020/2021</b>
Parents, whānau and staff understand what children will know and can do when they leave Richmond Road School <b>Light</b>	Develop a graduate profile that is clear about what success looks like at year 6	Staff, parents, students	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 <b>Light</b>	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 2019/2020 data analysis
Tamariki in Te Whānau Whāriki, Mua I Malae and L'Archipel achieve valued language outcomes <b>Light</b>	Establish bi-lingual team and provide quality professional development instruction for bi-lingual teachers	Leadership, Bi-lingual team, bi-lingual staff and BoT	Staff in bilingual and English-medium settings	Principal report and Bilingual team report	Ongoing
Teachers are using robust and valid assessments that measure all important outcomes, <b>Light</b> including bilingual proficiency <b>Light</b>	Explore possible assessment tools that support our progressions for academic and language purposes  Review assessment tools that measure bi-lingual proficiency	Principal and DPs/bilingual team	Curriculum budget	DPs to report on assessment (twice a year) and bilingual team report to BoT	Design and implement new assessment approaches and use identified assessment tools that serve this purpose
Teachers are up to date with new developments in curriculum, teaching and learning that relate to RRS learning spaces <b>Light</b>	Implement more student agentic approaches that promotes student ownership over their own learning  ILE Professional Learning and Development	Principal and BoT	MoE PLD provision	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 <b>Light</b>	Provide ICT tools to support tamariki to become more independent in their learning  Student Agency PLD continued for all staff through Kāhui Ako and WST  Teachers offer electives on 'Creative Fridays' and students try new activities	eTeam and staff	Fundraising and curriculum budget.	Updates in Principal's report to BoT	Review and implement change following evaluation and feedback
Students with special learning needs are included in learning programmes and have access to resources that address learning needs <b>Light</b>	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	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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<b>Strategic Goal Three: An on-going focus on improving our facilities, processes, resources and systems</b>					
<b>Intended Outcomes</b>	<b>Actions/Strategic Priorities</b>	<b>Who</b>	<b>Budget/Resource</b>	<b>Reporting</b>	<b>2020/2021</b>
All classes including bilingual classes are appropriately staffed <b>Light</b>	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
The school operates within annual financial grants  Donations and fundraising opportunities are optimised <b>Light</b>	BoT finance committee meets prior to each board meeting to review the monthly financials  Review fundraising and donations policy considering donations scheme limitations	Carla and Principal  BoT	Board time  Board time	Reports to Board	Ongoing  Implement and advertise the outcome of the fundraising and donations policy review
Teachers and students work and learn in modern and innovative learning environments. <b>Light</b>	Implement the school's 10YPP Review and plan for next 5YA and 10YPP	Principal and Board and consultant	Property Advisor, consultant and BoT Property sub-committee	Report to the Board [Principal, Carla Bleriot, Peter Coats, Troy Mills, Alex Bonham]	Plan for 5YA review and 10YPP review
Students and staff experience a safe physical and emotional environment  <b>Light</b>	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 admin block	Board and Principal	Operations grant	Updates in Principal's report to BoT	Review Health, safety and welfare policy