



TE KURA O KĀWHIA
KĀWHIA SCHOOL

Kawhia Primary School

Charter 2015-2017
2015 Edition



Board of Trustees 2015



Carey Thom -
Chairperson



Leanne
Apiti -
Principal



Lisa
Panapa -
Secretary



Robyn
Vincent –
Staff
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Aaron
Greenbank



Callan
Stewart



April Taelangi -
Co-opted
member



Karina
Kemp

Staff 2015

- Staff
 - Teaching Principal: **Leanne Apiti**
 - Kaiako: **Roimata Pikia**
 - Principal Release Teacher: **Susanne Dimond**
 - Kaumatua/Kaiawhina: **John Puke**
 - Secretary/Payroll Officer/First Aid: **Heather Sherman**
 - Cleaner/Caretaker: **Robyn Vincent**
 - Teacher Aides/Kaiawhina: **Robyn Vincent, Judith Pu, Amiria Ratu-LeBas, Lisa Panapa, Karina Kemp, Ra Puhi, Lance Puhi**
 - Kawhia Learning Centre: **Heather Bramwell**



<http://www.thebigidea.co.nz/>

Our School Mission/Vision

Our school mission/vision is also our school whakatauki

“Kaua e mutu kere noa iho”

which was gifted to the school by kaumatua, Paddy Turnbull, 60 years ago. He was a very knowledgeable kaumatua who embraced education and was known as a tribal scholar.

KAUA E MUTU KERE NOA IHO

Never cease learning opportunities placed before us. When a child finishes schooling at Kawhia School, it is not the end of their learning. In fact, learning is a life-long journey but it is important for us to develop and nurture the passion and love for learning at our school so that it will continue when they leave for secondary education

- Never stop learning
- Don't give up
- Keep trying
- Leave no-one behind
- Do the best you can...

How we will achieve this mission forms the body of this charter.



Our School Community

The original Kāwhia School opened over 100 years ago. It has been on its current site since the original block was built in 1922 (currently used as the school library).

It is a 'full primary school' catering for Years 1-8 children on the West Coast of the North Island. It is a spacious school with two classrooms operating and two other spaces which are used for additional teaching and assembly areas.

Tauira (students) leave at the end of Year 8 and in general attend and reside in the hostel at Ōtorohanga College in Ōtorohanga.

Children themselves come from Kāwhia itself but there is an increasing component of transient families within the school.

The school population is around 40 tauira with 100% identifying with Māori for their ethnicity.

The school fully recognises the historical significance of Kāwhia with Tainui waka's Korotangi featured on the school logo. Tainuitanga and Kāwhiatanga are important in the way our school operates.

Kāwhia School belongs to the Kāwhia Moana cluster consisting of six other rural schools. The children meet regularly for sporting activities and the principals meet twice a term to share ideas, participate in professional development and provide collegial support.

A U1 teaching principal leads and manages Kāwhia School, working together with one full time Scale A teacher and her principal release teacher overseeing two classrooms. They bring with them a collective range of abilities along with support from kaiarahi reo, teacher aides and kaiawhina.

The school grounds include Te Kura Tiaki Kohungahunga (Kāwhia Early Childhood Centre) which is operated by a separate trust and the Kāwhia Learning Centre, an alternative learning centre for supporting secondary aged students enrolled with Te Kura Correspondence School. The Kāwhia Learning Centre is managed by the Kāwhia School Board of Trustees and employs a teacher for the three days a week the centre is open.

Te Ao Māori

- Kāwhia School acknowledges its responsibility, along with the local community, to foster and nurture Te Reo me ona Tikanga o Tainui,
- Tainuitanga and Kawhiatanga will be incorporated into the teaching and learning programmes through an integrated curriculum.
- The school is a vehicle to pass on local knowledge, histories, traditions and language - the latter will have a major focus on giving the taura the ability to communicate orally.
- The children will learn about the Maori culture of the past, present and hopefully this will help prepare them for the future.
- Local kaumatua and whanau are invited to the school to support the taura and staff with the Māori programme. Tikanga Māori, relevant to Tainui and Kawhia are reinforced daily by all staff members when relevant and especially during real experiences such as powhiri, poroporoaki, wā kai.
- Kāwhia School offers a Level 2 Immersion class that teaches in 50-80% Te Reo Māori. Upon enrolling, parents inform the school whether they would like their child in the Level 2 immersion class. Ideally the class size will remain around 15-20 taura and there may be a waiting list.
- Our Board is made up of five elected Māori parent representatives and one co-opted representative in addition to the staff representative and principal. Kāwhia is in a small community based area so there are unique forms of communication that help keep the school informed about the communities wants. In addition surveys, meetings and newsletters are all utilised to give and receive information and feedback. An emphasis is also placed on whānau communications “kanohi ki te kanohi” whenever possible. Whānau know they can discuss their views and concerns with the tumuaki.



To be encouraged, modelled and explored.

At Kāwhia School we support a holistic approach to teaching and learning. It acknowledges that values and attitudes are integral, to who students are, how they act, how they engage with others, and how they respond to learning experiences. Values and attitudes are inextricably linked to and influenced by culture. Values are deeply held beliefs about what is important or desirable and for Kāwhia School we support a holistic approach to teaching and learning.

Every decision relating to curriculum and every interaction that takes place in school reflects the values of Kāwhia School as they are all integral and influenced by our culture. In action, these values are expected to underpin all that happens in the school.

Kāwhia School values are:

- Students should:
- be able to participate fully as equal members in our society
- have respect for themselves, for others and for property
- learn through a variety of styles
- work cooperatively alongside peers and adults alike
- learn in a supportive, friendly, safe and stimulating environment
- be encouraged to take risks in their learning and to accept that we learn by our mistakes
- be encouraged to think and work creatively
- be encouraged to value honesty, reliability and trust
- understand and accept expected boundaries
- develop the skills, knowledge, confidence and self esteem necessary for success



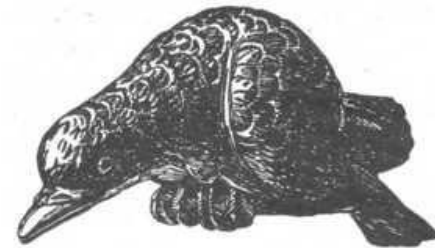
*Placing a high value on working together with a firm belief in the notion of TEAM: **Together Everyone Achieves More!***



Te Āhuetanga o te Tamaiti

The foundation of Te Āhuetanga o te Tamaiti can be found in the school logo and whakatauki “Kaua e Mutu Kere Noa Iho” which counsels us to never cease learning opportunities placed before us. When a child finishes schooling at Kāwhia School, it is not the end of their learning. In fact, learning is a life-long journey but it is important for us to develop and nurture the passion and love for learning at our school so that it will continue when they leave for secondary education. The Korotangi is the sacred bird that guided the Tainui waka to Aotearoa which is an important symbol and treasure for the Tainui people. This reminds us to treasure those things that are precious to us, such as education whether it be at school or from learning from our kaumatua and to let the education we receive to guide us to our potential.

- We can do this by helping our tamariki see their future
- through helping them identify and develop their potential
- through helping them recognise their strengths and weaknesses
- through developing competence in language and culture
- through seeing relevance in their learning
- through the way they need to interact with others
- through developing the skills needed for their future
- through setting short term and long term goals



It is our role to ensure we are creating interest

We constantly ask ourselves what can teachers and parents do to nurture their goal and how are we going to raise their own achievements?

Our school whānau also recognise the importance of our tamariki needing a strong identity of who they are and where they come from through learning about whakapapa, whanaungatanga, Tainuitanga and the rich history of Kāwhia.

The following Graduate Profile is in the form of a “Wordle” that compiled all the words expressed at our whānau hui after asking the question: What skills, knowledge and attitude do you want your child leaving Kawhia School with? The bigger the word, the more it was expressed and so those are the key words to guide us in developing our graduates:

[illegible]

Strategic Plan 2013-2015

| Strategic Goals | Annual Plan 2015 | Responsibilities | Reporting Timeline |
|---|--|------------------|---|
| <p>Goal 1: All taurira are able to have real educational success as evidenced by progress in our National Standards (NS) and Ngā Whanaketanga (NW) Data results</p> <p>Achievement Target</p> <p>Reasons 2014</p> <ul style="list-style-type: none"> - Analysis is conclusive - 14 out of 20 below and well below the NS - 15 out of 18 achieving Manawa Taki and Manawa Aki - refer to action plan for more detail | <ul style="list-style-type: none"> - Data results are reviewed and reported against to Board regularly - Continue with in depth professional Learning from 2014 - Revise the PL with staff and PL facilitator - Teacher professional learning based on identified student needs - Transparent inquiry based appraisals developed in line with target and professional needs - Teacher planning reflects current pedagogy and effectiveness for the children - Assessment schedule reviewed - Kaiawhina staff are supported to up skill <p>Target: That all students will shift at least one sub-level within a curriculum level (or to the next level) in order to move closer to or be achieving at or above National Standards in Reading and Writing or Nga Whanaketanga Rumaki Maori mo Tuhituhi me Kōrero by the end of 2015</p> | Principal | <p>Term 1 and 3</p> <p>Term 3 preliminary results and a review for Term 4</p> |

Strategic Plan 2013-2015

| Strategic Goals | Annual Plan 2015 | Responsibilities | Reporting Timeline |
|--|---|---|--|
| <p>Goal 2: All Tauira are achieving educational success, with pride in their unique identity, language and culture as Māori. Māori succeeding as Māori.</p> <p>Whānau engagement improved through implementation of a combination of culturally sensitive, proven high impact programs</p> <p>Reasons 2014: Cultural sensitivity is well established. Data analysis continues to identify Boys reading and students writing as particularly requiring attention Due to the already busy staff PL program, whanau alternative initiatives should continue.</p> | <ul style="list-style-type: none"> - Review School Curriculum to ensure it reflects Tainuitanga and Kāwhiatanga - Attend poukai and Matariki celebrations - Consult with kaumatua and whānau as required - Continue to offer immersion education - Regular kapa haka - Reading Together Staff led with the full support (attendance and resourcing) of BOT. Offered Term 2 and 4 - Incredible Years – Getting it Right for Maori Led by an accredited Maori facilitator. Full support (attendance and resourcing) of BOT. Starts Term 3. | <ul style="list-style-type: none"> - Principal - Principal - BOT | <ul style="list-style-type: none"> - End of Term 3 - Term 2 and 4 - Term 4. |

Strategic Plan 2013-2015....

| Strategic Goals | Annual Plan 2015 | Responsibilities | Timeline |
|---|--|---|--|
| <p>Goal 3: All Tauira with additional learning needs are supported to realise their full potential. To participate in and contribute to the school and their community</p> <p>Reasons 2014: There is a higher enrolment of students with behavioural and learning needs this year and therefore some targeted assistance will be required (register updated). The need to apply for supplemental support for identified needs while at primary education is continuous. To ensure all students succeed and reach their potential. Ethnicity and skill are recognised in all students. Maori students will succeed as Maori.</p> | <ul style="list-style-type: none"> - Our Special needs register will be updated maintained to identify tauira who have learning and behavioural - Ensure school and whanau able to access adequate support - Ensure tauira are adequately supported through resourcing, budget and staffing - Continue to apply for additional support through Ministry of Education and other avenues - Funding for assessments to eliminate or identify problems [what are the steps required to support child] | <ul style="list-style-type: none"> - Principal - Principal - Principal and BOT - Principal and BOT - Principal and BOT | <p>Twice a year on specific programmes and their effectiveness = Term 2 and 4</p> <p>(As Above)</p> <p>Draft budget October and final budget February following year</p> <p>Term 4</p> |

Strategic Plan 2013-2015

| Strategic Goals | 2015 Annual Plan | Responsibilities | Timeline |
|--|---|---|---|
| <p>Goal 4: To maintain and build staff, student and whānau access of ICT (Integrated learning)</p> <p>Reason 2014: Review has taken place. The school has developed a community partnership to resource additional ICT equipment for 2015.</p> | <ul style="list-style-type: none"> - Review ICT budget - Review replacement schedule for ICT equipment, especially computers - Review curriculum delivery for effective use of ICT - Use online and computer teaching tools to support learning - Review best ways to use ICT to communicate with whanau (eg through Facebook) | <ul style="list-style-type: none"> - Board with Principal - Principal | <ul style="list-style-type: none"> - Term 3 - At least twice a year |

Strategic Plan 2013-2015

| Strategic Goals | 2015 Annual Plan | Responsibilities | Reporting Timeline |
|---|---|--|--|
| <p>Goal 5: Board Professional Learning (PL) and Policy Review – Update.</p> <p>Reason 2014: Policy review will be completed by February. Professional Development will be through NZ School Trustees Assn funded avenues.</p> | <p>Board professional development NZSTA and others.</p> <p>Skills audit to be completed by Trustees and a schedule of professional learning based on needs will be developed.</p> | <p>- BOT</p> <p>Board led by April (co-opted member)</p> | <p>Once each term – keep a record and review progress</p> <p>Term by Term based on regular review plan</p> |

2014 Annual Plan – Target

Curriculum Achievement Target

Curriculum Area: Writing & Reading / Tuhituhi & Korero

Budget:

\$2000 resources

Strategic Goal:

All tauira are able to access the New Zealand Curriculum or Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards (NS) and Ngā Whanaketanga (NW)

Objectives for 2015: Student achievement in reading/te reo matatini and writing/tuhituhi will improve

Target: That all students will shift at least one sub-level within a curriculum level (or to the next level) in order to move closer to or be achieving at or above National Standards in Reading and Writing or Nga Whanaketanga Rumaki Maori mo Tuhituhi me Kōrero by the end of 2015

2014 Annual Plan – Target

Curriculum Achievement Target

Baseline Data continued:

WRITING

At the end of 2014, 4 out of 20 students were achieving at or above National Standards for writing.

By the end of 2015, we expect at least 11 students to achieve at or above National Standards for writing.

READING

At the end of 2014, 6 out of 20 students were achieving at or above National Standards for reading.

By the end of 2015, we expect at least 11 students to achieve at or above National Standards for reading

TUHITUHI

At the end of 2014, 3 out of 18 tauira were achieving at or above Nga Whanaketanga.

By the end of 2015, we aim for at least 15 tauira to be achieving at or above National Standards.

KORERO

At the end of 2014, 16 out of 18 tauira were achieving at Manawa Ora or Manawa Toa for Nga Whanaketanga.

By the end of 2015, we aim for at least 9 tauira to improve by at least one kete korero level within Manawa Ora or Manawa Toa for Nga Whanaketanga.

Although this already demonstrates the expected level of achievement, the aim is to improve in their Kete Korero levels in order to develop greater oral/aural comprehension that will strengthen the content of their tuhituhi.

2015 Annual Plan – Target

| Our Actions for 2015 year | | What success may look like | Who will lead this |
|---|--|---|---|
| Improve student agency in their own learning (active and engaged learners). | Fostering the wider use of learning paths to develop student agency and voice in reading and writing – for a reason – through the Learning and Change Network and support from the Resource Teacher of Learning and Behaviour. | Students know how well they are learning and help decide on what to focus on next. | Principals within their schools. Cluster Level in consultation with all principals. |
| Continue to develop teacher pedagogy – teaching as inquiry. | As above through Learning and Change Network contract, Indepth support for Literacy and Te Reo Matatini (all provided for by the Ministry of Education) Term by term inquiry/pakirehua will be established with the teachers as opposed to one year long inquiry. This aims to make the learning and reflective practice more relevant and measurable. The inquiry/pakirehua will always be focused on the target | Teacher's reflective practice will be strengthened and improvement in students' writing and reading will be evident. | As above Facilitators |
| Continue to engage more successfully with families about learning | Leaders: Upskill our capabilities and knowledge as leaders of developing communication strategies. Review school communication effectiveness How would you like to know about this? Ask the parents Networking and finding out how others have done this. Reading Together Incredible Years | School leaders are clear that they want all students to achieve and tell whanau what their plans are to do this. Parents feel we completely listen and discuss ideas for improvements with parents, whanau and students. | Kawhia School Board of Trustees Follow progress at Cluster Level and, in consultation with all principals, determine other support required. |

2015 Annual Plan – Target

| Our Actions for 2015 year | | What success may look like | Who will lead this |
|--|---|--|--|
| Review the use of computer and other information, communication technology | <p>In partnership with the community, we have considerably increased our ICT capacity and are due for fibre this year. We will be planning ways to better integrate ICT with our reading and writing across the curriculum-marau with our new equipment.</p> <p>Offer Saturday computer classes to support reading and writing.</p> | Students are competent users of computers and apps that encourage reading and support writing, presentations, communication and organization of work. | Principal with teachers and Sid Patel |
| Apply for Innovative Education Funding | Apply for Innovative Education Funding to provide a rich support system to improve the achievement levels of our taura. This includes more indepth sessions for parents to work with Herewini Jones, adult education opportunities for our parents and mentoring for our taura. | <p>Parents and whanau are actively engaged in their children's learning.</p> <p>Students have greater confidence in their ability to learn and interact positively with teachers and peers (barriers to learning are eliminated)</p> | Principal with Kawhia Moana Learning and Change Network and Te Kura Tiaki Kohungahunga |
| Establish regular meetings with teachers to review assessment data and monitor the progress of target students | Identifying 'hot spots' so that we can target specific programmes and address needs to be further developed eg mine the data from the eASttle writing assessments and identify areas that need focus such as structure | Identifying 'hot spots' so that we can target specific programmes and address needs to be further developed eg mine the data from the eASttle writing assessments and identify areas that need focus such as structure | Principal with teachers |