



Poroti School Charter 2021

A safe, collaborative environment connecting learning today for a successful tomorrow.



EVERY STUDENT MATTERS. EVERY DAY COUNTS.

School Description

Set in a rural area west of Whangarei, Poroti School is a Decile 3, full Primary Years 1-8, co-educational, state school which is a focal point of the Poroti Community. The school roll has grown to a point where we have two teachers and we have maintained this for another year with the roll stabilising. The school catchment area is very small and does not have a lot of families with children living in it. We have students from the local area and over a third of the roll travelling to our school from outside our area and some from Whangarei. This is a family choice.

The school has a long history and tradition of 142 years dating back to 1879 with several generations of descendants of both Maori and European original settler families attending the school.

Set on a large property surrounded by native bush and large trees, with an orchard, a living garden and school vegetable gardens, chicken coop, large playing fields, and a well- used pool.

The school shares a boundary with the Mangakahia Sports complex and uses the Complex for a variety of sporting and school activities, both in and outside of school hours. The relationship with the neighbouring Maungarongo Marae and the link with the Maori community is strong through visits to the Marae, shared whakatau of new students onto Marae and school, attendance at school consultation by Marae Trustees, and through school programmes. This is seen as a positive move forward for the future of our school, and the strengthening of relationships within the local community.

Close ties are kept with the surrounding schools for sporting and cultural visits and Staff Professional development, providing staff and students with many opportunities on a regular basis to meet and interact with wider school communities. The school belongs to Kahui Ako 4, Community of Learning which includes several small rural schools with Teaching Principals, and two Area Schools.

The community has high expectations of the school in the areas of academic and cultural achievement, with an emphasis on environmental programmes, while instilling a sense of responsibility and excellence. Preparation for future education at secondary school, being able to transition and adapt to a bigger environment is seen as a priority. The community is actively encouraged to be involved in the teaching and learning of the children at Poroti School, and are regularly consulted for their input into the school direction.

The Board is well balanced with experienced members and new trustees. A Hapū representative has been co-opted onto the Board and a Memorandum of Understanding is in place between the BOT and Maungarongo Marae. The Board of Trustees is supportive of the school staff, programmes and share an interest in the student achievement levels.

Our School

The school roll is currently 28 students with the following break- down

12 Male students = 43%

16 Female students = 57%

13 Maori students = 46%

13 European students = 46%

2 'Other' students = 7%

The school teaching staff consists of 2 teachers who share the Year 1-4 class; three days for one staff member and two days for the other each week. The Principal teaches in the Year 5 - 8 class three days a week and a 0.4 Principal Release teacher teaches the other two.

The school employs a clerical assistant for 15 hours a week, and a cleaner for 10 hours per week.

We have a Teacher Aides funded by MoE for In class support, and ORS students . Our Kapa Haka / Te Reo Kaiako, works one day a week with staff and students and advises Staff on the Tikanga protocols and supports planning.

Poroti School Values

PROUD – OPEN-MINDED – RESPECTFUL – OUTSTANDING – TRUSTWORTHY – INDEPENDENT

Our School Values underpin everything we do at Poroti School. The Values are woven into our curriculum and staff and students are encouraged to demonstrate these qualities in their daily life both at school and beyond into the community, and be able to reflect on them in order to have an understanding of what they look like in practice.

Proud	Open-minded	Respectful	Outstanding	Trustworthy	Independent
Of who I am and where I come from	Be willing to try new ideas and experiences	Of myself	Always aiming for excellence	Be responsible for my actions and words	Knowing when to ask for help
Of my work and my learning	Listen to other people's opinions	Of others	Always give 100%	Tell the truth - take ownership	Being organised and ready for learning
Of my attitude	Be prepared to change my mind	Of my belongings and property	Get involved!	Be reliable	Make good decisions about my work
Of the choices I make	Take safe risks	Of my environment	Learn everything I can about all subjects	Make good choices about and for myself	Have a vision and a direction for our life
Of being happy and believing in myself	Be willing to fit into a new environment	Use my manners with everyone	Be confident when using and learning with digital devices	Know what my roles and responsibilities are	
		Be considerate of other people's feelings	Be passionate about my learning and my life	Complete my task to the finish	

The Values listed above can be linked to the Key Competencies in the New Zealand Curriculum. As part of the classroom learning programmes staff will endeavour to make relevant links and references to both School Values and Key Competencies in an effort to ensure that our students hear the words and understand what they 'look like in practice,' both in their school life and home life.

"Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future." - TKI / NZC online

The five New Zealand Curriculum key competencies are:

1. Thinking
2. Using language, symbols and text
3. Managing self
4. Participating and Contributing and
5. Relating to others

Expectations, Values and Beliefs

Our students will:

- Have a positive attitude
- Be good communicators and have the ability to ask for help
- Be responsible learners ; feel valued as people and for their efforts
- Be confident, self- motivated learners
- Be proud of who they are and where they have come from
- Set personal goals, and reflect on their achievements
- Be willing to be open-minded about new experiences and ideas

Our staff will:

- Be positive role models
- Demonstrate a caring attitude
- Run inclusive programmes in their classrooms
- Keep up to date with professional educational developments
- Work as a team to promote quality teaching and learning
- Have high expectations of student learning
- Encourage and foster open communication between home and school

Our school community will be encouraged to:

- Participate in school activities
- Support their children's learning
- Support the school to improve learning opportunities for themselves and their children
- Assist in the development of on-going knowledge and value of the local area for our students
- Contribute to school curriculum review
- Contribute to ensuring our environment is a safe place to learn and play in.

Our school environment will:

- Be safe, friendly and stimulating
- Promote and value student's ideas and work
- Be inclusive
- Reflect the diversity of our students

Our teaching and learning programmes will:

- Promote thinking, creativity, innovation, problem solving and reflection
- Reflect best practice in teaching and learning
- Incorporate inquiry and integrated learning
- Promote student ownership of learning
- Value cultural differences
- Be stimulating and provide challenge for learners
- Use a variety of teaching and learning opportunities
- Be relevant for our students
- Meet the needs of individual students
- Provide opportunities for EOTC and environmental studies.

High expectations:

- High expectations for achievement and progress in all learning areas.
- Expectations are modelled by staff and whānau
- Having a genuine belief that all students can achieve at higher levels and put learning in place that ensures that students have the opportunity to get there.

Treaty of Waitangi: Te Tiriti o Waitangi

- Staff build their understanding of Treaty of Waitangi and its implications for their students.
- Staff put the students at the centre of all teaching and learning.
- Provide all students with opportunities to hear and learn te reo.
- Programmes incorporate aspects of te ao Maori, and Tikanga Maori is valued and promoted.

Cultural Diversity:

- Teachers will be aware of student's cultural identities.
- Student's cultural contexts are incorporated into teaching and learning programmes and into classroom environment.
- Cultural diversity will be acknowledged and celebrated.

Inclusion:

- We will value every student.
- Accept students for who they are and build a strong relationship with all students.
- Provide equal opportunities for all students
- Develop an environment that meets the learning needs of all students.
- Encourage, model and support an inclusive environment in our classrooms and playground.

Learning to Learn:

- Students are taught through an intentional process how to learn to learn.
- Students are taught how to take responsibility for their own learning through reflective practices.

Community Engagement:

- Inform the community of school and the learning through
 1. weekly newsletters to connect with the wider community.
 2. School website
 3. School Facebook page
 4. Community evenings
- Engage the community in consultations to inform the school curriculum.
- Engage with the Maori community through the Hapū representative on the BOT, our Te Reo kaiako and Kaumatua.

Future Focus:

- Prepare our students for the future as citizens
- Support our learners to recognise that they have a stake in the future
- Staff professional development to update knowledge and skills
- Where appropriate our learning areas focus on sustainability and support Enviro-schools guiding principles.

Recognising New Zealand's Cultural Diversity

Our school will reflect Culturally Responsive Practices by:

- Ensuring that students from all cultures are treated with respect and dignity, and staff will actively work towards high standards of achievement from all children.
- All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos.
- Encouraging the school community to engage in school events and activities.
- Developing a culturally responsive plan through a series of community consultation meetings / hui .
- Creating a Graduate Profile that reflects our students
- Develop a Local Curriculum that is relevant for our students

Improving Outcomes for Maori Students

At Poroti School, our Maori community is consulted with regard to school programmes, plans and targets. This is done in a variety of ways; through newsletters, community meetings, Board of Trustees Hapū representative, one on one conversation with Maori parents and caregivers, and triangulated conferences where Maori parents are invited to share their aspirations for their children.

Weekly Kapa Haka sessions are provided, leading to performance and as requested by the community, Te Reo Maori and instruction in Te Reo and Tikanga will be provided as an integral part of the classroom programmes. We have a Kaiako who will take groups of students who are ability grouped to teach Te Reo conversation and vocabulary and Mihi separate to their in-class teaching. At the beginning of each school year we will have a shared Powhiri between the school and the Maungarongo Marae, with the formal part of the Powhiri being held on the Marae, following the Marae protocols. The staff will also be included in the Te Reo professional development. Planning of programmes of work includes a cultural perspective, and local resources are used when possible. We ensure that our programmes are authentic and in context using the local community personnel and environment where possible.

What reasonable steps will Poroti School take to incorporate Tikanga Maori (Maori Culture and protocol) into the school's curriculum?

Classrooms will reflect culture through signage, assigned classroom time for learning of simple conversations such as greetings, waiata, and the learning of individual pepeha. Staff will use Te Reo to their ability throughout the day, with the Senior class having assigned sessions during their weekly timetable. Study topics will include components of Tikanga Maori as appropriate to the topic and the year level of the students. Community will be asked to assist with classroom programmes when it is needed to enhance the area of study and give a cultural dimension. Our Kaumatua, and our Hapū Rep and Kaiako will be used in a consultative manner on matters of local Tikanga, and when needed in supporting classroom programmes. The school day will start with a whole school gathering for Karakia, and end with Karakia.

What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it?

The Board of Trustees or their representative will give careful consideration to any such request, based on the availability of personnel with the requisite skills, the school's financial position, and the roll numbers.

What steps will be taken to discover the views and concerns of the school's Maori community?

The Board of Trustees will seek to ensure there is Maori representation on the Board or to have a member designated to act as a liaison person with the wider Maori community. The Hapū Rep will give a monthly report from the Whatitiri Trustess to the BOT. Community meetings will be held both on the Marae when appropriate, and at the school, along with panui / newsletters, one on one conversations and

parent/student conferences so that our Maori community is consulted on a genuine basis. The Principal and staff will seek advice from the local iwi when the need arises.

Inclusive Practices

Our school will reflect inclusive practices by:

- Resourcing students when Budget allows, with additional learning needs so they can participate, achieve and contribute to Poroti School
- Having an in-depth Special Needs Register
- Providing quality Individual Education Plans (IEPs) that can track progress and achievement, including IEP meetings
- Setting up Curriculum Accommodation Plan (CAP) meetings with RTLB and families alongside agencies working with students to ensure lines of communication remain open and the best interests and needs of the children are at the forefront.
- Ensure high levels of communication and collaboration between the school, whānau, and external providers.
- Ensuring staff have appropriate Professional Development to best meet the needs of the students in their care.
- Enacting Te Tiriti o Waitangi principles of Partnership, Participation and Protection.
- Having learning support needs (including gifted and talented), and develop strategies to meet the needs of these individuals and groups.
- Work alongside Kahui Ako Across School Teachers and Learning Support Co ordinators for the benefit of our staff and students.

POROTI SCHOOL

VISION: A safe, collaborative environment connecting learning today for a successful tomorrow

STRATEGIC GOAL 1:

Design an authentic, living, localised curriculum that connects and engages our students and community

INITIATIVES:

- Create a student-centred curriculum
- Develop and deliver quality teaching and learning programmes that are linked to the curriculum
- Create robust systems of reporting to stakeholders that support teaching and learning

SUCCESS IS WHEN:

Everything we do at Poroti School aligns with our curriculum document

STRATEGIC GOAL 2:

Create a safe, interactive, environment for learning that connects to our curriculum

INITIATIVES:

- Develop and resource a Property Management Plan
- Design our outdoor environment to connect with our curriculum

SUCCESS IS WHEN:

Our outdoor environment is a safe and well maintained space where children have the opportunity to learn and explore in nature

Learning opportunities reinforce and align with our curriculum

STRATEGIC GOAL 3:

Nurture a school culture that values people

INITIATIVES:

- Create and implement evidence-based tools and resources that support a safe and caring environment
- Provide opportunities to build relationships between all stakeholders in our school community

SUCCESS IS WHEN:

Our staff and students feel supported in their well-being in a school culture that values people

Our stakeholders attend, and participate in school events

Our whanau engage and feel supported in conversations about learning

Every student matters. Every day counts.

Proud **O**pen minded **R**espectful **O**utstanding **T**rustworthy **I**ndependent

ANNUAL PLAN 2021

GOAL 1:

Design an authentic, living, localised Curriculum that connects and engages our students and community

INITIATIVE	ACTIONS What we need to do?	EXPECTED OUTCOMES How will we know we have been successful?	RESOURCES MEASUREMENTS
Create a student-centred curriculum	Apply for PLD February 2021 Choose a facilitator	Application is approved Rebecca Thomas has been appointed facilitator for our PLD	MOE funded Localised Curriculum Application is successful PLD Journal is set up to set out the 60 hours of work
	Hold a Teacher Only Day <ul style="list-style-type: none">- 'What is a localised curriculum?"- Staff knowledge of NZC- Developing a Graduate Profile using information	Rebecca will facilitate. Staff will use PLD to develop and strengthen their NZC Curriculum and Localised Curriculum understanding.	Relieving budget for teachers who come in on their 'off-site ' days Draft Graduate Profile ready for consultation with community

	already collected		
Develop and deliver quality teaching and learning programmes that are linked to the Curriculum	<p>Staff will participate in Community of Learning (CoL) initiatives and Professional days to strengthen teaching practice.</p> <p>Staff will engage in agreed CoL Achievement Challenges:</p> <ul style="list-style-type: none"> - Writing (Write That Essay) - Science and the Environment - Wellbeing (Pause. Breathe. Smile) <p>Principal will engage in Leadership conversations and CoL initiatives through CoL meetings and WPA</p> <p>Staff will use Across School Teachers (AST) to help them support their learners and strengthen their teaching practice.</p>	<p>Links in planning will be seen between what is happening in classrooms and our Curriculum</p> <p>Staff will demonstrate new knowledge through the transfer into classroom programmes</p> <p>Principal will share information with staff so all staff are kept updated</p> <p>Poroti School will see the ASTs in our school working alongside teachers and students to support their learning and their learners</p>	<p>Access to resources needed to achieve outcomes</p> <ul style="list-style-type: none"> - Budgets - Across School Teachers timetables - Release time as needed to achieve the outcomes <p>Evidence of planning links</p> <p>Staff meetings set and agendas include time to have professional discussions to share new learning</p>
Create robust systems of reporting to stakeholders that support teaching and learning	<p>Staff will participate in Teacher Only Days and staff meetings on reporting and assessment, reflecting on current systems in</p>	<p>A system of assessment and reporting to parents will be evident and used.</p> <p>Stakeholder opinions are valued</p>	<p>Budget for eTap training day</p> <p>Time set with BOT approval for Teacher only days.</p>

	<p>place.</p> <p>Review and design an updated School-wide Assessment Schedule with resources</p> <p>Staff will receive training on SMS from eTap trainer and have input into what the school needs to collect data on to ensure that we can track and monitor students over periods of time school-wide</p> <p>Hold a review of current reporting to parents with a survey / questionnaire to use to reflect on current practices</p> <p>Develop a Professional Growth Cycle with staff to replace Teacher Appraisal that enables teaching staff to meet the Teaching Standards and demonstrate the Code Values.</p>	<p>and seen in the revised report forms</p> <p>School -wide assessment and reporting systems will reflect teaching and learning programmes</p> <p>Teachers will use eTap to efficiently load relevant data so that the principal can access for BOT reports, and be able to track and monitor target students.</p>	<p>Budget for assessment resources as needed</p> <p>Time for release as needed</p>
<p>Develop and deliver quality teaching and learning programmes that are linked to the Curriculum</p>	<p>Upskilling teacher knowledge and practices in Digital Technology and STEAM</p> <p>Attending TOD and staff meetings to strengthen teacher planning and</p>	<p>Classroom teaching and learning programmes will demonstrate links to the Curriculum and Professional Learning</p>	<p>MOE funded PLD Hours - 40 with Rebecca Thomas for 'Digital meets STEAM'</p> <p>Release time both Budget and Principal time to release teachers for Professional development</p>

	<p>practice in STEAM</p> <p>Rebecca to co-teach and coach in classrooms</p>		<p>workshops</p> <p>Staff attendance at Professional Learning opportunities</p> <p>Dates and times for PLD workshops and in-class coaching sessions</p>
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Goal 2:

Create a safe, interactive environment for learning that connects to our curriculum

INITIATIVES	ACTIONS What we need to do?	EXPECTED OUTCOMES How will we know we have been successful?	RESOURCES MEASUREMENTS
Develop and resource a Property Management Plan	<p>Set a Budget for a Caretaker - 5 hours per week</p> <p>Employ a Caretaker</p> <p>Set up job description for tasks with Caretaker and Principal</p> <p>Principal in conjunction with Staff</p>	<p>Caretaker is employed and working to the Job description</p> <p>The projects on the list will be</p>	<p>Budget to provide tools for the job</p> <p>Tasks are completed</p>

	to set up a document outlining Property projects around the school	signed off as completed.	Working Bees to be held to complete projects
Design our outdoor environment to connect with our curriculum	When curriculum is written set up a committee to lead the investigation into what outdoor areas need to be developed to connect with our Curriculum	Design and development of areas around the school that complement and link to our curriculum	Budget allocation Grant application

Goal 3:

Nurture a school culture that values people

INITIATIVES	ACTIONS What we need to do?	EXPECTED OUTCOMES How will we know we have been successful?	RESOURCES MEASUREMENTS
Create and implement evidence-based tools and resources that support a safe and caring environment	Maintain and continue to grow the whanau culture of Poroti School Staff and students to be participate in Pause.Breathe. Smile programme. as part of the CoL	See the relationships between tuakana -teina in classroom programmes and in the outside environment. Students and staff will	Budget for attendance at Professional workshops Resources to use in classroom to ensure that the programme can

	<p>professional development and Achievement Challenge of Wellbeing.</p> <p>Survey students as part of Kahui Ako Hub on Wellbeing</p>	<p>demonstrate the PBS strategies and techniques in their daily lives both in school and at home</p> <p>Students attendance rates will increase with increased wellbeing.</p>	<p>successfully operate</p> <p>Will hear students articulating strategies and demonstrating techniques of PBS.</p> <p>Results of the Kahui Ako Hub wellbeing survey analysed and actioned</p> <p>Attendance rates</p>
<p>Provide opportunities to build relationships between all stakeholders in our school community</p>	<p>Hold whanau evenings both for social and learning opportunities</p> <p>Seek opportunities to communicate with our community stakeholders .</p>	<p>Whanau will attend evenings offered</p> <p>Whanau will feel they have a say and their opinions and views are valued.</p>	<p>Monitor through surveying / talking with families</p> <p>Attendance at whanau evenings</p>