



# Poroti School Charter 2022

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



## 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 classrooms with 4 job-share teachers and we have maintained this as the roll stabilises. We have students from the local area and 42.5% of the roll travel to our school from outside our school area. This is a family choice.

The school, set on a large property surrounded by native bush and large trees, with an orchard, a living garden and school vegetable gardens, large playing fields, and a new sports turf. has a long history and tradition of 143 years dating back to 1879.

Poroti School shares a boundary with the Mangakahia Sports complex and uses the grounds and 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 Powhiri 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, 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 Whangarei 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 for our Intermediate students. 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 is a co-opted member of the Poroti School Board and a Memorandum of Understanding is in place between the Board and Maungarongo Marae. The Poroti School Board is supportive of the school staff, learning programmes and has a shared interest in student achievement and attendance.

## Our School

The school roll is currently 37 students with the following break- down

15 Male students = 41 %

22 Female students = 59%

17 Maori students = 46%

18 European students = 49%

2 'Other' students = 5%

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 4 - 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 3 Teacher Aides funded by MoE for In class support, ORS students, and a 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 Vision

Through robust stakeholder consultation meetings, questionnaires, speaking with staff, BOT and students we have an updated school vision statement:

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

**EVERY STUDENT MATTERS. EVERY DAY COUNT**



## 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 Graduate Profile. 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

- Of who I am and where I come from
- Of my work and my learning
- Of my attitude
- Of the choices I make
- Of being happy and believing in myself

### Open-minded

- Be willing to try new ideas and experiences
- Listen to other people's opinions
- Be prepared to change my mind
- Take safe risks
- Be willing to fit into a new environment

### Respectful

- Of myself
- Of others
- Of my belongings and property
- Of my environment
- Use my manners with everyone
- Be considerate of other people's feelings

## Outstanding

Always aiming for excellence  
Always give 100%  
Get involved!  
Learn everything I can about all subjects  
Be confident when using and learning with digital devices  
Be passionate about my learning and my life

## Trustworthy

Be responsible for my actions and words  
Tell the truth - take ownership  
Be reliable  
Make good choices about and for myself  
Know what my roles and responsibilities are  
Complete my task to the finish

## Independent

Knowing when to ask for help  
Being organised and ready for learning  
Make good decisions about my work  
Have a vision and a direction for our life





**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.'**

**"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 Thinking , Using language, symbols and text,Managing self,Participating and Contributing and Relating to others.**



## Poroti School Graduate Profile

The experiences and opportunities our Year 8 students have had during their time at Poroti School means they are equipped and prepared to face the challenges of secondary school and the world beyond. As part of our Localised Curriculum development we have followed a path of consultation with Staff, Students and Whānua and have a Graduate Profile that encompasses the following

Communicate	Connect	Innovate	Self managing
			
To have the communication skills necessary to take an active part in learning and interact with each other	To be receptive to, and engage with school, community, learning experiences and environment	To be able to ask questions, gather information, and use this to critically respond to problems with curiosity and creativity	Students will take ownership of their learning and behaviour.
<p>Feel safe and have the confidence to interact with peers/known adults/wider community.</p> <p>Express their ideas/needs/ opinions clearly and respectfully</p> <p>Participate actively and positively when speaking and listening in learning and play</p>	<p>Open-minded; knowing that learning takes many forms.</p> <p>Appreciate and be confident in our own identity and culture, and be positive about others' identity and culture.</p> <p>Value connections with peers, whānau and wider community.</p> <p>Acknowledging the local environment as an integral part of their identity.</p>	<p>Students will be able to identify and solve problems with creativity.</p> <p>Be prepared to take risks, think outside the box and see failure as a learning opportunity.</p> <p>Students will be able to think critically about outcomes and respond to feedback.</p>	<p>Understand we all have rights, roles and responsibilities.</p> <p>Understand that their choices affect them and others.</p>

These have been linked with our School Values, Key Competencies, Curriculum Areas and Te Whare Tapu Wha to form a working reference document for all staff and students at Poroti School to prepare for the transition of our students from our school to their next learning journey.

A rubric of three areas

- Foundational
- Integrating and
- Aspirational

has been created to serve as a focal point for students and staff for their teaching and learning. The skills and attitudes within these three areas are scaffolded throughout the child's progressions rather than through the year groups allowing for growth of the individual at their pace. The ideal is for all students leaving Poroti at the end of Year 8 to be working within the Aspirational section.

## 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 and attendance
- 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
- Reflect our localised curriculum
- 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 achieve that.

### Treaty of 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
  - weekly newsletters to connect with the wider community.
  - School website
  - School Facebook page
- Engage the community in consultations to inform the school curriculum.
- Involve in curriculum evenings to be able to support student learning.
- 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
- Where appropriate our learning areas focus on sustainability and support Enviro-schools guiding principles.

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.

Having a Graduate Profile that reflects our students

Developing 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 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 the Maori new 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, (around Matariki) following the Marae protocols. Planning also 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, weave the learning of simple conversations such as greetings, waiata, into classroom programmes. Staff will use Te Reo to their ability throughout the day. 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, 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 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 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 Board. Community meetings will be held on the Marae when appropriate, or 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.
- Using the support of Learning Support Coordinator (LSC) in engaging students as needs arise
- 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
- 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

