



# Kawaha Point School Charter

Mission: *Use culturally responsive, 21<sup>st</sup> century approaches to develop confident, connected, actively involved, life-long learners*

**Ki Te Taumata  
Aim For The Best**



**KIA KAHA**  
Be Strong

**KIA MAIA**  
Be Brave

**KIA MANAWANUI**  
Be of Great Heart



Vision: *Kawaha kids will:*

- *have the **Strength** to believe in themselves and stand up for what's right.*
- *be **Brave** enough to take risks and lead their learning, demonstrating their creativity.*
- ***Care** for themselves and others and form genuine relationships.*



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## KAWAHA POINT SCHOOL CULTURAL DIVERSITY AND MÄORI DIMENSION

### **New Zealand's Cultural Diversity**

58% NZ Maori    24% NZ European    9% Pacific Island  
9% Other Ethnicities

We strongly believe that all children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a localised curriculum to immerse them into their own, and others' cultures.

### **The Unique Position of the Maori Culture**

- We understand, value and appreciate the values of the Treaty of Waitangi at Kawaha Point School.
- All staff members are expected to develop an understanding of, and ability to follow, local Tikanga.
- Te Reo is integrated into class programmes everyday
- Kawaha Point is uniquely located in Te Arawa under Mt Ngongotaha and within a stone's throw of Lake Rotorua, with many local Marae at our doorstep that are becoming an extension of our learning environment.

### **Incorporating Tikanga into Kawaha Point School Curriculum:**

- Whakatau for guests with the whole school involved.
- Daily Te Reo lessons and integration.
- Use role models and provide cultural experiences for all students (ie. hangi, Marae noho, powhiri, kapahaka, waka, Tunohopu's cave, Mt Ngongotaha, sharing of local history and landmarks)
- Professional Learning & Development for staff to increase their understanding and use of all aspects of Te Ao Maori.

### **Providing full time Te Reo Maori for those parents that ask for it:**

- We have a strong Bilingual Unit (30%- 50% in Te Reo Maori) with 3 classes currently meeting the needs of our students choosing to learn in Te Reo Maori.

### **Regular consultation with our Maori community:**

- We will use a variety of methods to seek community input with the form and forum designated by the Maori community. This may include:
  - Surveys, Consult Kaumatua, Hui, Informal discussions, One to one interviews



## Kawaha Point School Strategic Plan 2019-2022

### STRATEGIC AIM ONE

**All Māori and Pasifika children will show accelerated progress, at least as fast as their European peers, and to their considerable potential.**

<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<ul style="list-style-type: none"> <li>✓ The Te Reo curriculum is embedded into teacher practice with the progressions being used by students in Years 3-6.</li> <li>✓ The achievement gap between Maori and European students is trending towards closing.</li> <li>✓ All Kawaha Point students have a sense of their own culture and identity, feel proud, valued and appreciated in our school and community.</li> <li>✓ With this knowledge of ‘self’ all KPS students will encourage the unique culture of Kawaha formally defined as our core values.</li> <li>✓ Teachers are held accountable for progressing along the CoL rubrics and developing their Culturally Responsive &amp; Relational Pedagogy.</li> <li>✓ The Kawaha Point localized curriculum is used, along with the Graduate Profile, as the central driver for learning.</li> <li>✓ Learning through play is central to our Yr 0-2 classes</li> <li>✓ The class profile is evident in teacher practice and being refined by individuals as the need arises.</li> <li>✓ Develop our inquiry approach to create a ‘KPS way’.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Kawaha Point students have a sense of their own culture and identity, feel proud, valued and appreciated in our school and community.</li> <li>✓ Te Reo is spoken more frequently across the school in everyday conversations.</li> <li>✓ The class profile continues to develop and evolve to meet the changing needs of our students/world</li> <li>✓ All students progress and achieve at similar levels/pace (accelerated).</li> <li>✓ Culturally Responsive &amp; Relational Pedagogy becomes a strength (consciously competent).</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Kawaha Point students have a sense of their own culture and identity, feel proud, valued and appreciated in our school and community.</li> <li>✓ Students from all cultures create the curriculum and determine changes, needs etc.</li> <li>✓ Comprehensive review of the Class Profile and Graduate profile.</li> <li>✓ Culturally Responsive &amp; Relational Pedagogy becomes a way of being (unconsciously competent).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students from all cultures have a sense of their culture and feel valued and appreciated at Kawaha Point School.</li> <li>✓ Students from all cultures create the curriculum and determine changes, needs etc.</li> <li>✓ The class profile continues to develop and evolve to meet the changing needs of our world</li> <li>✓ Comprehensive review of Culturally Responsive &amp; Relational Pedagogy.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Teachers use the maths flow charts, assessment and progressions to redevelop their practice.</li> <li>✓ Student progressions are the most significant/useful aspect of our assessment cycle.</li> </ul>			
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<b>STRATEGIC AIM TWO</b>			
<b>To have quality relationships with whanau and students that focus on embracing personal challenge whilst progressing along the learning progressions and Graduate Profile.</b>			
<b><u>2019</u></b>	<b><u>2020</u></b>	<b><u>2021</u></b>	<b><u>2022</u></b>
<ul style="list-style-type: none"> <li>✓ The RoK is reinvigorated!</li> <li>✓ Parents understand the ‘why’ of how Kawaha Point School rolls.</li> <li>✓ We have a Kaumatua who is committed to our values and philosophy.</li> <li>✓ Induction of new students and parents becomes more personalised and in-depth.</li> <li>✓ The preschool programme will be redeveloped.</li> <li>✓ All students who are achieving below the expected level will show accelerated progress in end of year overall teacher judgements relative to their progress till that point.</li> <li>✓ 90% of students who start school here as 5 year olds will be ‘at’ or ‘above’ the expected level in reading and maths with 75% at or above in writing by the time they get to the end of Year 4.</li> <li>✓ All ORS students will be achieving at least 95% of their IEP goals.</li> <li>✓ All non ORS and students without additional needs, Year 6 students who have been at Kawaha Point School for more than 4 years will leave the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ The RoK helps lead aspects of our school development</li> <li>✓ All students who are achieving below the Expected level will show accelerated progress in end of year overall teacher judgements relative to their progress till that point.</li> <li>✓ Review of induction and preschool programmes</li> <li>✓ All non ORS students who start school here as 5 year olds will be ‘at’ or ‘above’ the expected level by the time they get to the end of Year 4.</li> <li>✓ All ORS students will be achieving at least 95% of their IEP goals.</li> <li>✓ Referral systems for children with additional needs are efficient and lead to improved outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The RoK review to determine effectiveness and next steps.</li> <li>✓ All students who are achieving below the Expected level will show accelerated progress in end of year overall teacher judgements relative to their progress till that point.</li> <li>✓ All non ORS students who start school here as 5 year olds will be ‘at’ or ‘above’ the expected level by the time they get to the end of Year 4.</li> <li>✓ All ORS students will be achieving at least 95% of their IEP goals.</li> <li>✓ Referral systems for children with additional needs are reviewed for effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The RoK reinvigorates itself with the knowledge from last year’s review</li> <li>✓ All students who are achieving below the Expected level will show accelerated progress in end of year overall teacher judgements relative to their progress till that point.</li> <li>✓ All non ORS students who start school here as 5 year olds will be ‘at’ or ‘above’ the expected level by the time they get to the end of Year 4.</li> <li>✓ All ORS students will be achieving at least 95% of their IEP goals.</li> </ul>

<p>'At' or 'Above' the expected level in reading, writing and maths.</p> <ul style="list-style-type: none"><li>✓ Referral systems for children with additional needs are refined.</li><li>✓ Self-review of the curriculum consistently leads to improved practice and greater ownership of the learning by students.</li><li>✓ Students leave KPS confident and capable of managing their own learning needs</li><li>✓ Students knowledgeably assess their progress using the writing, Te Reo and maths student progressions.</li></ul>			
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