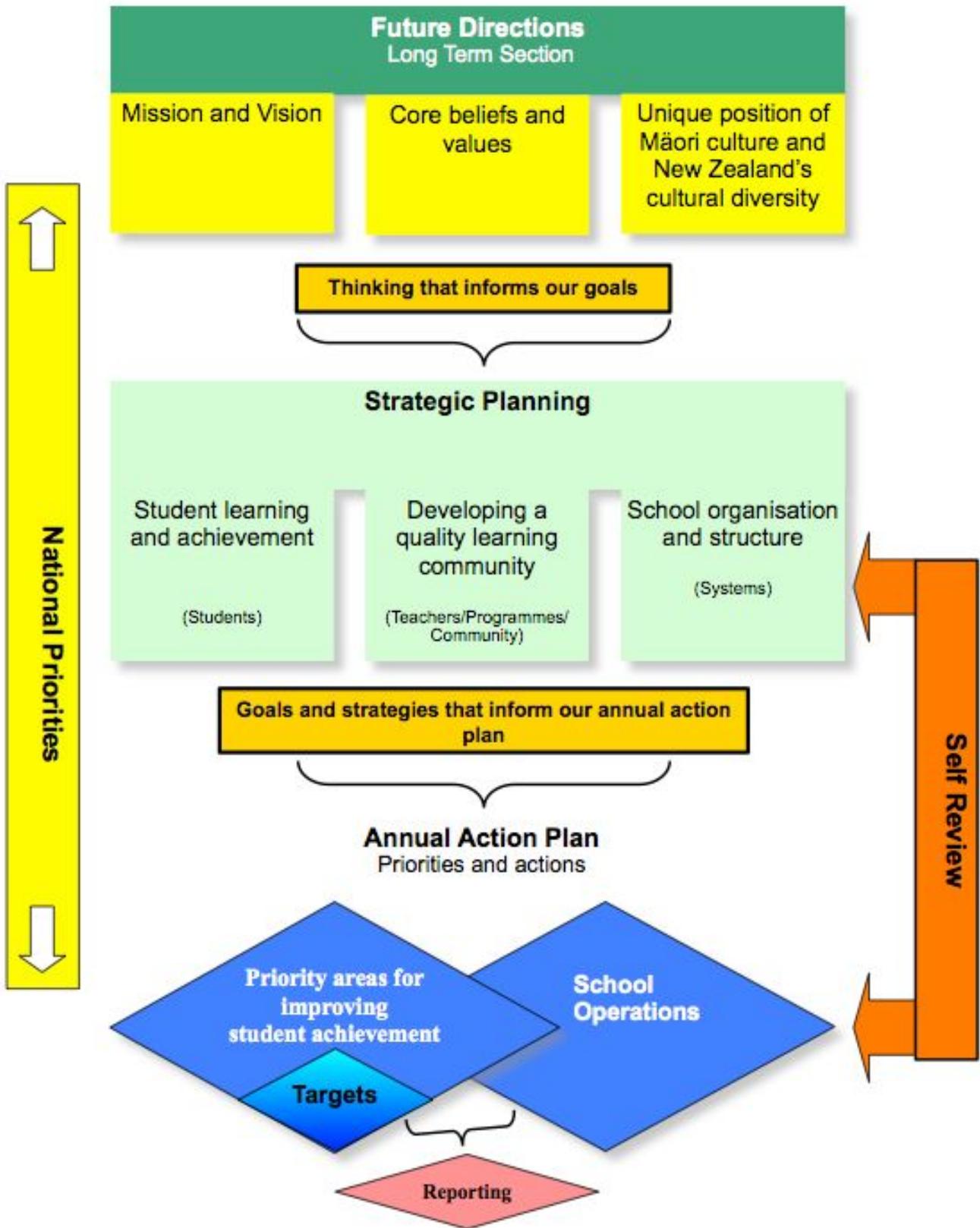


WAIPAHIHI SCHOOL CHARTER & STRATEGIC AIMS 2018 - 2020



Charter & Strategic Plan

Waipahihi School has well developed processes for establishing and reviewing the effectiveness of the School Charter. These include opportunities for the community, through the Board, to be involved in goal setting and school self review.

Our School Context

We are a U5, decile 7 contributing school with a roll that peaks most years at around 500 students with 19 to 20 classrooms. An enrolment scheme has been in place since 2010.

The school's community is predominantly drawn from the South of the Napier Taupo Highway and includes Richmond Heights, Two Mile to Five Mile Bay and some students from the Botanical Gardens area. Our ethnic mix is approximately 30% NZ Maori, 65% NZ European and 5% from a variety of other ethnic groups. The school is a signatory to the Code of Practice for International Students and we have up to ten students enroll most years for a differing period of time. Culturally this also helps enrich our school with the various Nationalities we have hosted who have come from Saudi Arabia, French Polynesia France, Germany and a range of Asian Countries.

Our community is extremely supportive and we enjoy a close relationship with our parents and caregivers. All school events are well supported - parents play a very strong role in their children's education and expect to be involved. This is both valued and encouraged. Our community has high expectations of the school, both in terms of academic achievement and the extra-curricular activities that we provide. There is strong support for EOTC, cultural and sporting activities. We have sporting teams in all the local competitions, a strong Kapahaka groups at all three levels of the school who perform in the local Tuwharetoa Festival each year, and we participate in all inter-school events, both sporting and academic.

Our School's Vision:



Our logo image draws on a number of elements. The three shapes represent our people, our land, and our place. 'Our people' is represented by the swoosh entering the reversed out koru (cooler blue – not yet warmed/changed by the warmer water – the school).

The reversed out koru is composed of 'our land' (symbolized by Mt Tauhara in green) and 'our place' (symbolized by the scorching waters). Together they form the koru shape – acknowledging the importance of both. The swoosh entering the koru also symbolizes the pathway.

The three shapes also link 'loosely' with the Maori proverb:

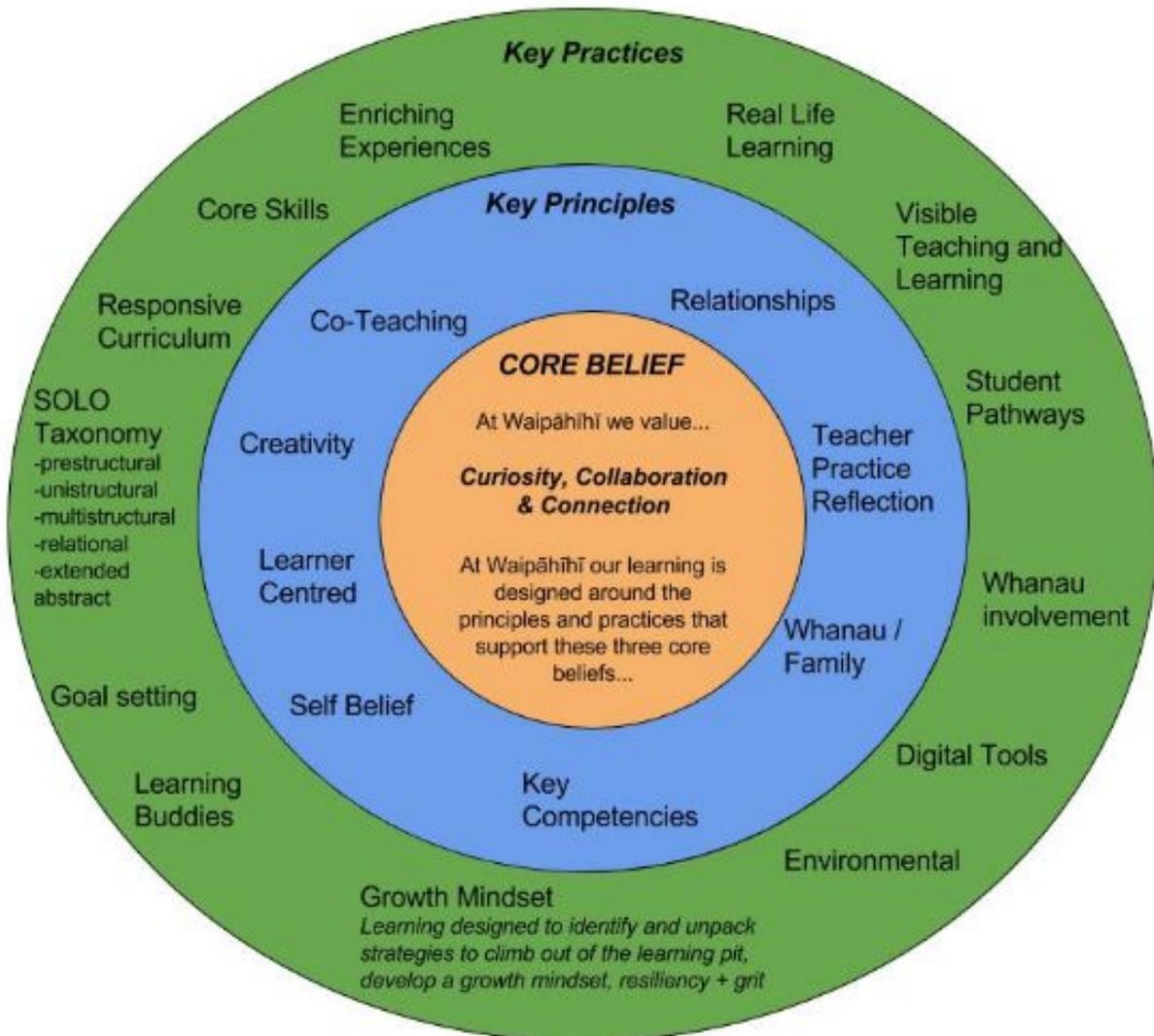
He aha te mea nui o te ao - What is the most important thing in the world?

He tangata, he tangata, he tangata - It is the people, it is the people, it is the people

The name of our school is closely associated with the name of our local area, and needs to be representative of both this and of the carving that stands beside our actual school sign. By giving respect to these elements through the use of the correct name - 'Waipāhīhī-a-Tia' - we again acknowledge the connection to our place, our people and our land. Our name translates to 'the place of scorching waters' and along with the carving standing beside it acknowledges Tia, who has both a prominent place in the whakapapa of our whole area, and in the korero of our school (as he was gifted to the school by a whanau to symbolise the kaitiaki or guardianship that the school had provided for their children/grandchildren).

Our catchphrase "Immersed in Learning" strongly links to the imagery around both the meaning of our school name, the 'place of scorching waters', and, the learning that takes place at Waipāhīhī. "Immersed in Learning" is a broad statement to represent involving oneself deeply in a particular activity. In this case, the activity is learning and it's deep learning. Surface retention of facts and figures that are rote learned in formal transitional learning environments are not enough anymore. To be successful in this century we need to know how to take some knowledge, connect it to new ideas and to take it deeper.

'Immersed in Learning' ties in nicely with our core learning beliefs (Curiosity, Collaboration & Connection) that are then exemplified through our key principles and practices that underpin our teaching and learning philosophy.



Our Principles and Core Beliefs

- We want the children of Waipahihi School to treat learning with wonder and a spirit of inquiry.
- We believe all children bring something different to learning and are all capable of greatness.
- We have high expectations of our children, of our staff and of the families that make up our school community.
- We believe everyone learns best in a community based on trust and support.
- We believe learning is a dynamic process that can be messy, unpredictable, spontaneous, challenging and sometimes difficult.
- We believe children who have ownership of their learning will be passionate, engaged and actively involved.
- We want confident children who will give things a go.
- We want our school to have a strong values based culture.
- We want our school to be a place where everyone enjoys learning, and has fun.

NATIONAL EDUCATION PRIORITIES (NEP's)

Waipahihi School acknowledges the importance of the National Education Goals and National Education Priorities at Governance, Management and Operational levels by giving them full consideration when involved in any planning for school development and/or school and class programmes.

Ø Success for All

All Year 1-6 students will be given opportunities to gain knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the national curriculum statements.

Ø A Safe Learning Environment

Schools will provide a safe physical and emotional environment for all students.

Ø Improving Literacy and Numeracy

Schools will place priority on improving student achievement in literacy and numeracy, especially in Years 1-4. Special emphasis will be placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.

Ø Better use of Student Achievement Information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.

Ø Improving Outcomes for Students at Risk

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

Ø Improving Maori Outcomes

Schools will work with Maori communities to plan, set targets for and achieve better outcomes for Maori students.

Ø Reporting

Schools will report to students and their parents on achievement of individual students and to the school's community on the achievement of students as a whole. They will also report on the progress of groups identified in these national education priorities.

Cultural Diversity and Our Māori Dimension

Waipahihi School will reflect:

<p>New Zealand's cultural diversity by:</p> <ul style="list-style-type: none">● Recognising and valuing the cultures within the school and wider community.	<p>The unique position of the Māori culture by:</p> <ul style="list-style-type: none">● Following and honouring the principles of The Treaty of Waitangi.
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Reasonable steps the school will undertake to incorporate and encourage tikanga Māori (Māori culture and protocol) into the school's curriculum are:

- Support and encourage teaching staff with professional development to extend their current abilities in Te Reo.
- Use of correct pronunciation
- Consult and report to local iwi (when appropriate)
- Include tikanga Māori into classroom programmes through
 - Myths and Legends
 - Protocol
 - Invited guests
 - Kapa Haka

Goals and objectives for the achievement of Maori students will be arrived at in consultation with individual parents as per the school reporting programme.

Steps that will be taken to discover the views and concerns of the school's Māori communities are:

- Consultation surveys (annually)
- Parent/Teacher interviews
- Community Focus forums
- Board of Trustees meetings

29% of our Waipahihi students identify as being Maori. Waipahihi School has made a commitment to acknowledge, through our policy and programmes, the bicultural foundations of *Aotearoa* New Zealand and the needs and aspirations of our Maori community. Policy is in place that commits ongoing consultation, as well as a responsive partnership. We have close ties to Tuwharetoa and this is reflected in our strategic plan. Our programmes reflect this commitment. To date there has not been a call from our Maori community to provide learning in Te Reo Maori. To the contrary, the Maori community has expressed the desire for high achievement in English, but with an integrated dimension of *te reo Maori me ona tikanga*.

This has been, and will continue to be delivered through;

- The use of Ka Hikitia Accelerating Success 2013 - 2017 in providing us with a direction that will underpin our work towards “Maori students enjoying success as Maori.”
- Incorporate Tataiako: Cultural Competencies for teachers of Maori Learners into performance management documentation as well as Criterion 3 and 10 of the Registered Teachers Criteria.
- An expectation that all classrooms recognize and reflect the community’s cultural diversity. This is evident in the school’s Core Beliefs and the Strategic Goals.
- Staff Development to support *te reo Maori me onga tikanga* in the classroom.
- Staff & BOT education about Ka Hikitia Accelerating Success and the Treaty of Waitangi.
- Regular consultation with our Maori community through our Whanau Group.
- Collection and analysis of assessment data on Maori achievement levels in literacy and numeracy that is reported to our community.
- A strong Kapahaka Group as an ongoing and important aspect of the school’s culture.
- A visible Maori dimension in classrooms and around the school.

No parents have asked that their child/ren be taught in the medium of Te Reo Māori. Should this situation occur in the future, the Board will:

- Refer to our Resource Teacher of Maori for advice and assistance.
- Seek assistance in providing a tutor.
- Support an application for dual enrolment at Correspondence School for the child/ren.
- At the first opportunity seek to employ a teacher fluent in Te Reo.