

INTRODUCTION TO OUR CHARTER

Kereru Park Campus previously known as Papakura South School has been a part of the Papakura community since its establishment on the 1st February 1954.

Kereru Park Campus provides education for students from Year 1 to 8. Māori students make up 86 percent of the roll and have opportunities to learn through their language and cultural identity. The school has six reo rua and three Rumaki classrooms.

We encourage the children in our school to develop an understanding of the importance of the local iwi and its protocols, history and knowledge as well as their own whakapapa links to Aotearoa.

Key Guiding Principles

Tangata Whenuatanga – affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed.

Ako - taking responsibility for own learning.

Wananga - to meet and discuss, deliberate, consider all factors as a collective before making a decision.

Whanaungatanga – A relationship through shared experiences and working together which provides people with a sense of belonging. Whanaungatanga and obligations serve to strengthen each member of our school community

Manaakitanga –

Kereru Park Campus utilise the five key aim competencies of Ka Hikitia

[Ka Hikitia Document](#)

In order for you to understand the framework of this document it is important for you to know the whakapapa of its inception and creation. Our School Charter has been designed by the stakeholders of our school community. Consultation was wide and extensive to capture all thoughts and aspirations all thoughts and aspirations of the different areas and ages of the school.

We have had a number of staff hui regarding ideas for possible vision statements that align with our school's vision for the future of our kura. We have also gathered whanau voice at a workshop held at Papakura Marae, as well as through panui and our kura facebook page. Most importantly we collected student voice to find out their ideas about what their vision was for our school. This important information will also be used to develop our new Student Graduate Profile.

The principal and the senior leadership team collated information to make sense of it, mould it and returned the draft to the stakeholders to check that we had captured the community's desires and ambitions. From this point the strategic actions are formulated from the five key focus and the key roles of teachers in improving outcomes for Maori Learners. Tataiako, Tu Rangatira and Ka Hikitia are also valuable tools that are utilised to include all ethnicities.

Tu Rangatira - Stand Tall, Stand Strong, Stand Proud

We are a proud whanau at KPC and we believe in the full potential of our children to learn, to grow and to achieve.

At the end of a student's time here they will:

- Develop an on-going love of learning and a desire to be the best that they can be
- Have an understanding of the histories and customary practices of mana whenua
- Gained the knowledge; skills needed to take their next step.

In this way, Kereru Park Campus will be the school of choice for our community.

The beginning

- Prior to 1954 Papakura had one school – Papakura Normal (Old Central). When pupils finished Primary School they travelled either to Otahuhu or Pukekohe for their secondary education. The population “boom” of the 1950’s caused the Auckland Education Board to consider relieving the pressure on the single school.
- 1954 saw four new schools open in Papakura – Papakura South, Papakura North (now Papakura Normal), St Marys and Papakura High School.
- Land for our school was purchased in Beach Road from Mrs Tui Kir for £2,300 and building began in 1953. Due to building delays, Papakura South School opened in prefabricated classrooms in the grounds of the Old Central School.
- The first Admission Register shows 186 names of pupils admitted to the school on 1st February 1954. Mr J W Bartley was the headmaster and Mrs Skipper, Infant Mistress. The school catered for New Entrants to Form 2.

The 1980s: an era of change

- The roll was in steady decline, falling from 357 in 1980 to 163 at the end of 1989. By the end of the decade the roll was mainly Māori and Pasifika.
- With the increase in Māori pupils and the push for introduction of Māori in schools, Mrs K Kingi, formerly Miss Waapu, was employed two days a week in 1983 to take classes for basic Māori language and culture. The 1990s were to herald the teaching of Maori as a curriculum subject.
- In 1984 one of the empty classrooms was taken to host a Satellite Class from Rosehill Special School.
- In February 1987 the first approaches were made to the school for a room for a Kohanga Reo. Pukeroihi Kohanga Reo was officially opened and blessed on November 16 by kaumatua Kani Wawatai, assisted by Phillip Hetaraka, Bubs McFarlane and Josie Hetaraka.

The 1990s: a new era

- In 1991 a survey on establishing of a Bilingual Class showed 67% in favour of the initiative and 39% wanting to enrol their children in it. This became a reality in 1993 with the opening of Te Wahanga Māori unit with Anne Johnston as teacher and assisted by Wiremu Turner (ex-pupil).
- The success of the venture gave rise to the appointment of a further teacher, Mrs M Haggie, to set up a total immersion class in Te Reo Maori from the beginning of 1994.

OUR RESPONSIBILITIES AS STAKEHOLDERS

THE TRI-PARTITE AGREEMENT

Stakeholder	Role	Responsible for:
	<p>He Kaitiaki - Guardian (BOT) <i>Kia maru koe i tōku pakeke, he kahu pītongatonga</i></p>	<p>Protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong</p>
	<p>He Kaiwhakarite - Manager (PRINCIPAL)</p>	<p>Effective and efficient management of people, environments and education that transforms teaching and learning communities.</p>
	<p>He Kanohi Mataara - Visionary, <i>Māku e whatu mā koutou e tāniko</i></p>	<p>Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21st century as Māori and as citizens of the world.</p>
	<p>He Kaiako - Teacher & Learner <i>Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga nōna te ao.</i></p>	<p>Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high quality authentic learning contexts and practice.</p>
	<p>He Kaimahi - Worker <i>Ehara taku toa i te toa takitahi, engari he toa takitini</i></p>	<p>'Leading by doing'. Upholding collegial practices that build capacity in others in pursuit of the goals of the kura.</p>
	<p>He Kaikōtuiui - Networker <i>Kotahi te kōhao o te ngira e kuhuna ai te miro mā te miro pango, te miro whero</i></p>	<p>Networking brokering and facilitating relationships that contribute towards achieving school goals.</p>
	<p>He Kaiarataki - Advocate <i>Kaua e rangiruatia te hāpai o te hoe, e kore tō tātou waka e ū ki uta.</i></p>	<p>Promoting the development and implementation of strategies, plans and policies to realise learner's potential and their educational success as Māori.</p>

STRATEGIC PLAN - SEVEN KEY FOCUS AREAS

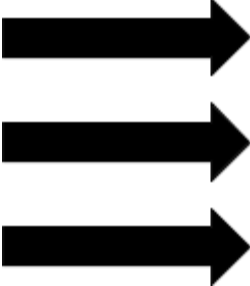
1 MANA MOKOPUNA		
Focus Area 1 <i>Ko te mokopuna te pūtake o te Mātauranga Placing the learner at the heart</i>	Focus of Kura & Whānau <i>Learner potential and success Education that affirms indigeneity & distinctiveness</i>	Learner Outcomes <i>The learner enjoys high quality education focused on the realisation of his or her potential and success as Māori and citizens of the world.</i>
<p>Whānau</p> <ul style="list-style-type: none"> ❖ Provide daily sustenance ❖ Whāngai te hinengaro me te tinana ❖ Create an encouraging learning environment ❖ Whakanui, whakamana, tautoko, tauawhi ❖ Whakarongo ❖ Education that is tailored for and to akonga. 	<p>Mokopuna/Uri</p> <ul style="list-style-type: none"> ❖ Set themselves challenging goals and show resilience, 'a can do' attitude, persistence and self-discipline in pursuit of them. ❖ Say our school affirmation to feel confident ❖ Be ready to learn with our equipment ❖ Remember that someone cares about you 	<p>Kura</p> <ul style="list-style-type: none"> ❖ Teach towards excellence ❖ Communicate high expectations ❖ Challenge students to be the best they can be ❖ Build on staff professional knowledge at all levels ❖ To provide an environment where mokopuna are valued as Māori
2 MANA WAIRUA		
Focus Area 2 <i>He puna wairua He puna tangata Spiritual and holistic well-being</i>	Focus of Kura & Whānau <i>The physical, emotional, social and educational well-being of every individual</i>	Learner Outcomes <i>The learner's self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.</i>
<p>Whānau</p> <ul style="list-style-type: none"> ❖ Kia tau te wairua i te ao, i te pō ❖ He mana tō tēnā, tō tēnā ❖ E kore au e ngaro he kākano i ruia mai i Rangiātea ❖ Tautoko ngā mahi a ngā akonga 	<p>Mokopuna/Uri</p> <ul style="list-style-type: none"> ❖ Be confident, happy and have a good attitude ❖ Have a good attitude towards others ❖ See my own self-worth and personal pride ❖ Believe that I deserve success ❖ Students know where to go for help 	<p>Kura</p> <ul style="list-style-type: none"> ❖ Acknowledge achievement awards ❖ Celebrate strengths ❖ Acknowledge whakapapa ❖ Be aware of own self-worth, self-esteem and personal pride in order to model this outcome ❖ A teacher determines the wairua in the classroom by their wairua ❖ Health, Safety & Students behaviour

3	MANA TANGATA		
<p style="text-align: center;">Focus Area 3</p> <p style="text-align: center;"><i>He toi whakairo, he mana tangata</i> <i>Recognising that relationships are critical to effective practice</i></p>	<p style="text-align: center;">Focus of Kura & Whānau</p> <p style="text-align: center;"><i>Building relationships on trust, honesty and respect</i> <i>Mana Motuhake: Activities & practices that foster iwi identity.</i></p>	<p style="text-align: center;">Learner Outcomes</p> <p style="text-align: center;"><i>The learner develops physical, spiritual and emotional well-being: an awareness of his or her individual uniqueness; and knowledge and respect for himself or herself and others.</i></p>	
<p style="text-align: center;">Whānau</p> <ul style="list-style-type: none"> ❖ Enrich each others self-efficacy ❖ Kia tika, kia pono - be honest and open in all aspects and to one another ❖ Be responsive to the needs of our children ❖ Be reliable and help our children meet the schools expectations ❖ Respect differences of other people ❖ Nāu i whatu te kākahu he tāniko taku. ❖ We are responsible for the character of our children 	<p style="text-align: center;">Mokopuna/Uri</p> <ul style="list-style-type: none"> ❖ Ask for help when needed ❖ Sit next to people that will stay focussed and do their work ❖ Concentrate, be disciplined and stay on task ❖ Kia mau ki ngā ture o te akomanga ❖ Be kind and considerate to everyone in the classroom ❖ We all deserve to learn 	<p style="text-align: center;">Kura</p> <ul style="list-style-type: none"> ❖ Model respectful behaviours to our school community ❖ Be aware of your ability to hurt and heal, humiliate and honour ❖ Open communication with whānau ❖ Integral involvement - Kuia/Koro ❖ Teacher embrace aspects of Manaakitanga, Aroha and Rangatiratanga. ❖ Provide an opportunity for students to display their uniqueness 	
4	MANA REO		
<p style="text-align: center;">Focus Area 3</p> <p style="text-align: center;"><i>Ko te reo te waka wairua o ō tātou tīpuna</i> <i>The preservation of te reo Māori</i></p>	<p style="text-align: center;">Focus of Kura & Whānau</p> <p style="text-align: center;"><i>Developing strengthening and preserving high quality delivery of education through te reo Māori in everyday practices</i></p>	<p style="text-align: center;">Learner Outcomes</p> <p style="text-align: center;"><i>The learner is a competent thinker, speaker, reader and writer in both Māori and English</i></p>	
<p style="text-align: center;">Whānau</p> <ul style="list-style-type: none"> ❖ Ko te reo te waka wairua o ō tātou tīpuna ❖ Me rapu huarahi kia ākona te reo ❖ Kōrero Māori i te kāinga ❖ Expose our children to all contexts where your dialects are being utilised ❖ At home initiate time for mokopuna to watch Maori language based programmes. ❖ Whakamanahia te reo ❖ Provision for strengthening language 	<p style="text-align: center;">Mokopuna/Uri</p> <ul style="list-style-type: none"> ❖ Read, learn, share and be well prepared ❖ Understand the different processes of my learning (korero, panui, tuhituhi) ❖ Value what I know in Māori and English ❖ Read, think and speak in Māori ❖ Read for enjoyment 	<p style="text-align: center;">Kura</p> <ul style="list-style-type: none"> ❖ Professional Learning in Te Reo Māori ❖ Sound Literacy ❖ Provide an opportunity for students to talk - be the speaker - building their confidence and increasing their ability to speak appropriately ❖ The teacher delivers high quality curriculum learning ❖ Teach through Maori Immersion (Te Mahuri) ❖ Teach through Bilingual Immersion (Te Kotahitanga) ❖ Teacher possesses a sound professional 	

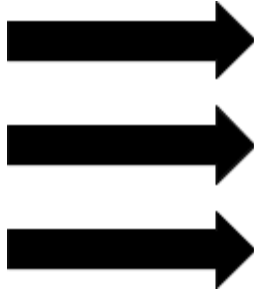
		knowledge of literacy in both languages
5	MANA TIKANGA	
Focus Area 5 <i>He tangata i ākona ki te kāinga, Tūnga ki te marae tau ana Māori customs and protocols</i>	Focus of Kura & Whānau Ensuring appropriate tikanga in protocols and practice across all aspects of the kura	Learner Outcomes The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi.
Whānau <ul style="list-style-type: none"> ❖ Kia mau koe ki te kupu ā o mātua "Harken to the words of the experienced" ❖ Know the expectations of the kura and support it ❖ Be a positive role model for your children ❖ Ensure that you know your whakapapa so that your children have a source to access ❖ Encourage ourselves as parents/grandparents and whānau to be actively responsive to our own needs and seek support within our school community 	Mokopuna/Uri <ul style="list-style-type: none"> ❖ Be well equipped and organised for school ❖ Respect teachers and peers ❖ Behave and follow the school rules ❖ Do research on my whakapapa ❖ Know who I am ❖ Know where I am from 	Kura <ul style="list-style-type: none"> ❖ Mana motuhake ❖ Ensure the development and awareness of who students are and where they come from ❖ Develop opportunities with other people inside and outside of school ❖ Observe and take part in iwi kawa ❖ Know who you are and where you are from in order to role model the importance of pepeha to your students ❖ Have a sound knowledge of mana whenua and local history ❖ Kura Systems & Processes incorporate mana whenua values and customary principles
6	MANA MĀTAURANGA MĀORI	
Focus Area 6 <i>Ko te waka Mātauranga he waka eke noa Māori discourses and knowledge</i>	Focus of Kura & Whānau <i>Asserting that being and think Māori is an advantage</i>	Learner Outcomes <i>The learner understands contemporary and traditional views of te ao Māori and the natural world</i>
Whānau <ul style="list-style-type: none"> ❖ Keep up to date with what is happening in our school ❖ Provide a space for Kura information and Pānui in our home, so we know what is going on ❖ Volunteer our time, form support 	Mokopuna/Uri <ul style="list-style-type: none"> ❖ Stay focussed on the task at hand ❖ Complete and return homework ❖ Take part and strive to best ❖ What does it mean for me to be Māori ❖ Independent learning about myself and my world 	Kura <ul style="list-style-type: none"> ❖ Implement opportunities for students to experience contemporary, traditional and natural Māori world views. ❖ Inclusive programmes that value/explore elements of Te Ao Māori ❖ Incorporating concepts of the local iwi,


<p>groups and provide assistance to the school</p> <ul style="list-style-type: none"> ❖ Participate - be proactive in supporting BOT and other committees which support our kura 	<ul style="list-style-type: none"> ❖ What is the difference between the world view I live in 	<p>including landmarks and ancestral links in learning</p> <ul style="list-style-type: none"> ❖ Exposing students to experiences of Te Ao Māori e.g EOTC, Mahi o neherā, language experiences. ❖ Include kaumātua expertise in classroom experience
<p>7 MANA Ā KURA</p>		
<p>Focus Area 7 <i>Mā tātou katoa hei whakatō i te whakaaro ka puta ki te ao The uniqueness of each kura</i></p>	<p>Focus of Kura & Whānau <i>Identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau</i></p>	<p>Learner Outcomes <i>The learner is intellectually stimulated within an environment conducive to learning</i></p>
<p style="text-align: center;"><u>Whānau</u></p> <ul style="list-style-type: none"> ❖ Provide Support for learning in all areas of family life ❖ Learning is a lifelong journey for all whānau ❖ Ensure children come to school on time ❖ Be responsive to needs of our children to fully participate in their learning ❖ Manaakitanga ❖ Attend all hui for school to support our children ❖ Supportive whānau are successful whānau ❖ Support the preparation of our children to be global citizens of the world ❖ Encourage our children to make sound and good decisions ❖ Be good role models 	<p style="text-align: center;"><u>Mokopuna/Uri</u></p> <ul style="list-style-type: none"> ❖ Listen and follow teachers instructions ❖ Attend school everyday ❖ Complete work within set timeframes ❖ Be punctual and diligent ❖ Complete all homework ❖ Find others at home to access knowledge for myself ❖ Work hard to achieve all tasks set ❖ Tu Rangatira ❖ Have humility ❖ Be a good leader and a good follower ❖ Manaakitanga ❖ Aroha tētahi ki tētahi 	<p style="text-align: center;"><u>Kura</u></p> <ul style="list-style-type: none"> ❖ To create intellectually stimulating learning environments that develop the mind ❖ Develop/implement learning programmes that inspire and motivate, are achievable and have a challenge factor ❖ Ensure lessons challenge, stimulate, motivate and inspire to achieve ❖ Have high expectations ❖ Acknowledging achievement in all facets of school life (uniform, behaviour, all subjects) at all levels ❖ Provide an invigorating environment appropriate to student level e.g class environment

STRATEGIC PLAN - SEVEN KEY FOCUS AREAS

Aim	2019	2020	2021
<p>1</p> <p>MANA MOKOPUNA</p> <p>Ko te mokopuna te pūtake o te mātauranga</p> <p><i>Placing the learner at the heart of the learning.</i></p>	<ul style="list-style-type: none"> ❖ Accelerate student achievement in writing for all students and particularly Maori and Pacific students achievement through developing a culturally responsive model of teaching. ❖ Developing an Action Plan to monitor KPC Drift to inform Marau ā kura. 	<ul style="list-style-type: none"> ❖ Students continue achieving educational success through “differentiated” learning in writing for all students and address disparities in Maori and Pacific students achievement through growing a culturally responsive model of teaching. ❖ Refine Marau ā kura. 	
<p>Responsive Curriculum, Effective Teaching, Right Conditions and Opportunity to learn</p>			
<p>2</p> <p>MANA WAIRUA</p> <p><i>He puna wairua, he puna tangata The learners self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.</i></p>	<ul style="list-style-type: none"> ❖ Implement procedures for ongoing monitoring and evaluating effectiveness of the PB4L¹ system. 	<ul style="list-style-type: none"> ❖ Train for Year 5 Tier 2 PB4L Expectations in every class and in all interaction regarding behaviour. ❖ Our school vision, values and PB4L expectations are visible throughout the school. 	<ul style="list-style-type: none"> ❖ Extending systems and practices that encourage and support personal contentment as a key component of well-being

¹ Positive Behaviour for learning or PB4L framework looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.

Professional Capability and Collective Capacity				
3	<p>MANA TANGATA</p> <p><i>He toi whakairo, he mana tangata</i></p>	<ul style="list-style-type: none"> ❖ Growing strong relationships with kura whānau and the learning community to create a collaborative environment that is focused on learners educational success. 	<ul style="list-style-type: none"> ❖ Extending strong relationships with kura whānau and the learning community to create a collaborative environment that is focused on learners educational success 	
		Educationally Powerful Connections and Relationships		
4	<p>MANA REO</p> <p><i>Ko te reo te waka wairua o ā tātou tīpuna</i></p>	<ul style="list-style-type: none"> ❖ To identify, te reo Māori capability and plan for upskilling to support all stakeholders to extend language skills for a range of purposes. ❖ Use digital devices and ICT resources in ways that promote 'Learn Create Share'. 	<ul style="list-style-type: none"> ❖ Grow te reo Māori capability and plan for upskilling to support Staff to extend learners language skills for a range of purposes ❖ Developing the use of digital curriculum in teaching and learning programmes across the curriculum ❖ Future focused learning Dynamic, engaging, culturally authentic student inquiries developed 	<ul style="list-style-type: none"> ❖ Extending te reo Māori capability and plan for upskilling to support Staff to extend learners language skills for a range of purposes ❖ Digital curriculum is confidently used in teaching and learning programmes across the curriculum. Staff and students are innovative and motivated creators of digital technology, not just users). Staff and students designing and developing digital outcomes (learning how to design quality, fit-for-purpose digital solutions) through student inquiries.
		Responsive Curriculum, effective teaching and opportunity to learn		

5	<p>MANA TIKANGA</p> <p><i>He tangata i ākona ki te whare, tūnga ki te marae tau ana</i></p>	<ul style="list-style-type: none"> ❖ Growing Systems and policies schoolwide for data collection and analysis planning and reporting. ❖ Data entry monitoring and retrieval processes 	<ul style="list-style-type: none"> ❖ Extending Systems and policies schoolwide for data collection and analysis planning and reporting. ❖ Data entry monitoring and retrieval processes 	
	Evaluation inquiry and knowledge building for improvement and innovation			
6	<p>MANA MĀTAURANGA</p> <p><i>Ko te waka mātauranga, he waka eke noa</i></p>	<ul style="list-style-type: none"> ❖ Provide and support school-wide direction for stakeholders to engage in inquiry learning and action plans to identify sound mātauranga and gather evidence to support the learner's learning 	<ul style="list-style-type: none"> ❖ Continue to provide and support school-wide direction for staff to engage in inquiry learning and action plans to identify sound mātauranga and gather evidence to support learner learning 	<ul style="list-style-type: none"> ❖ Continue to provide and support school-wide direction for staff to engage in inquiry learning and action plans to identify sound mātauranga and gather evidence to support learner learning ❖ Extend student ownership of Learning/ Student Agency
	Stewardship			
7	<p>MANA - Ā - KURA</p> <p><i>Mā tātou katoa hei whakatō i te whakaaro ka puta ki te ao</i></p>	<ul style="list-style-type: none"> ❖ Modify the graduate profile to reflect the uniqueness of our school in line with our developmental and maturation stages ❖ Grow infrastructure for Students, Staff and Community 	<ul style="list-style-type: none"> ❖ Grow the graduate profile to reflect the uniqueness of our school in line with our developmental and maturation stages ❖ Grow infrastructure for Students, Staff and Community 	<ul style="list-style-type: none"> ❖ Extend the graduate profile to reflect the uniqueness of our school in line with our developmental and maturation stages ❖ Extend infrastructure for Students, Staff and Community
	Leadership of conditions for equity and excellence			

STRATEGIC AIM 1 - 2019

Ko te mokopuna te pūtake o te mātauranga - Placing the learner at the heart of the learning.

	Aim/Indicators	Action	When /Who	How will this be monitored?
MANA MOKOPUNA	❖ Accelerate student achievement in writing for all students and address disparities in Maori and Pacific students achievement through developing a culturally responsive model of teaching.	<ul style="list-style-type: none"> ❑ Term Whanau Days to share learning and inquiry outcomes for whanau. ❑ Develop/Implement/Review IEP AND ILP programmes for our priority learners lead by school SENCo ❑ A clear assessment schedule developed and shared with school community. ❑ SLT will lead assessment hui for both pre and post tests. This will include designing the tests, getting the tests prepared and marking and analysis of the tests with staff. ❑ Participate in the Kootuitui PLD which focuses on writing moderation. ❑ Tūhono anō te Kāhui Ako Rūmaki Reo. Ko te tuhituhi te aronga. ❑ Develop KPC framework of expectations for effective learning and teaching of student inquiry ensuring authentic contexts for learning. ❑ SENCO to work with Kaiako to develop and implement Individual Learning plans for students with identified learning needs. 	Week 8 Termly Term 1	<ul style="list-style-type: none"> ❑ Teacher will monitor whanau interaction using assessment roll books. ❑ SENCO 1:1 with kaiako to identify student needs ❑ SENCO 1:1 to discuss/review IEP & ILP twice per term unless otherwise needed. ❑ Teachers will keep a live copy of - KPC Assessment Overview ❑ SLT and Critical Buddies termly checkpoints.
	❖ Developing an Action Research Plan to monitor KPC Drift to inform Marau ā kura.	<ul style="list-style-type: none"> ❑ Year 3 students research focus area over the next 3 years. ❑ Hui with target whānau Year 3 students. ❑ SLT and BP and TR to monitor via shared docs and meetings. ❑ Linked to Student Graduate Profile ❑ Develop key questions for inquiry ❑ Develop Marau ā kura and have signed off by Board. 	Term 1	<ul style="list-style-type: none"> ❑ GI and SLT work with Sivina to develop Action Research Plan. ❑ Calendarise Hui ā whānau for Term 2 with SENCO ❑ SLT work with BP and TR to understand and implement Action Research Question.

STRATEGIC AIM 2 - 2019

He puna wairua, he puna tangata. The learners self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.

	Aim/Indicators	Action	When / Who	How will this be monitored?
MANA WAIRUA	Grow student, kura and whanau engagement to foster a culture where positive behaviour and learning is a way of life.	<ul style="list-style-type: none"> <input type="checkbox"/> Embed PB4L Tier 1 PB4L Expectations in every class and in all interaction regarding behaviour. <input type="checkbox"/> Implement procedures for ongoing monitoring and evaluating effectiveness of the PB4L² system. <input type="checkbox"/> Ensure procedures are followed in terms of use of equipment within Kura/outside use. <input type="checkbox"/> Seeking outside funding agencies to support with beautification projects <input type="checkbox"/> Teachers to develop a well designed classroom to foster effective learning. <input type="checkbox"/> ToD with focus on PB4L and Behaviour Management processes with whole staff including support staff and kaiako. <input type="checkbox"/> Continue Kiwi Can lessons throughout 2019. Teachers reinforce focus through KiwiCan plans. <input type="checkbox"/> KOS - Police Education programme Term 2 <input type="checkbox"/> Tu Kaha - Values Programme <input type="checkbox"/> School House Events/Competitions <input type="checkbox"/> Develop KPC Way Manaakitanga, Aroha, Rangatiratanga and weaving them through all areas of school life. <input type="checkbox"/> SENCO to work with Kaiako to develop and implement Behaviour Intervention plans for students with identified behaviour needs. <input type="checkbox"/> New process for Duty rewards and extra staff on 	<p>March 2019</p> <p>End of term 2 and 3 checkpoint</p> <p>Term 1 - 3 Fortnight focusses for staff hui</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly school-wide KPC4L focus. <input type="checkbox"/> Full-staff PLD with Karen Williams 25 March. <input type="checkbox"/> FL to undertake observations Term 2. <input type="checkbox"/> Follow up and PLD with Karen Williams Term 1, Term 2, Term 3. <input type="checkbox"/> PB4L Audit 2019 Term 3. <input type="checkbox"/> Make public - focuses and outcomes on all school pānui platforms. Website, facebook, text.

² Positive Behaviour for learning or PB4L framework looks at behaviour and learning from a whole school perspective as well as an individual child perspective. The framework is based on international evidence.

duty.

STRATEGIC AIM 3 - 2019

Ko te mokopuna te pūtake o te mātauranga - Placing the learner at the heart of the learning.

	Aim	Action	When/ Who	How will this be monitored?
MANA TANGATA	Growing strong relationships and engagement to foster a culture where whānau and the learning community create a collaborative environment that is focused on learner educational success	<ul style="list-style-type: none"> <input type="checkbox"/> Implement assessment procedure for Year 7 - 8 students that aligns with high school assessment practice. (rubrics/credit system/exam conditions) <input type="checkbox"/> Strengthen 'Career Pathways' Program <input type="checkbox"/> Kootuitui Whānau - School Nurses / Healthy Homes / Whānau digital care workshops <input type="checkbox"/> Implement Keeping Ourselves Safe (KoS - Police programme) <input type="checkbox"/> SWiS - Whānau Support Worker <input type="checkbox"/> Calendarise regular whanau hui in advance to give whanau enough time to organise themselves for future hui. <input type="checkbox"/> Implement clause to enrolment: Whanau make a commitment to attend at least 1 hui a term. <input type="checkbox"/> BoT to steer organisation of Whanau Day - Hot Rods Day/Gala Day promote school / fundraiser. <input type="checkbox"/> Principal meets with ALL new enrolments to KPC. <input type="checkbox"/> Term Whanau Days to share learning and inquiry outcomes for whanau. <input type="checkbox"/> Be involved in Christmas Carols in Papakura <input type="checkbox"/> APPA Christmas Carol involvement 	BOT SLT Term 1 - 3 Fortnight focusses for staff a End of term 2 and 3 checkpoin t	<ul style="list-style-type: none"> <input type="checkbox"/> Team surveys to whānau/ākonga <input type="checkbox"/> Unit holders will complete a report for BoT each term <input type="checkbox"/> Termly checkpoints with all external providers. <input type="checkbox"/> Teachers will monitor the attendance of whanau at whanau events and discuss attendance at early stages. <input type="checkbox"/> Administration will ensure time is allocated for the Principal to meet with all new enrolments. <input type="checkbox"/>

STRATEGIC AIM 4 - 2019

Ko te reo te waka wairua o ō tātou tīpuna - The learner is a competent thinker, speaker, reader and writer in both Te Reo Māori and Te Reo Pākehā

	Aim	Action	When/ Who	How will this be monitored?
MANA REO	To identify Te Reo Māori capability and plan for upskilling to support staff to extend learners language skills for a range of purposes	<ul style="list-style-type: none"> ❑ Once a week Te Mahuri will participate in a Tuakana/Teina session to foster relationships and focus on building students knowledge of te reo me ona tikanga eg. whakatauki. ❑ Every week Te Mahuri will focus on a new whakatauki to broaden the knowledge of tamariki. ❑ Development and implementation of Māori Sustainability Plan ❑ Implement Te Marautanga o Aotearoa for all planning across the whole school. ❑ Develop Te Reo Māori lessons for Te Kotahitanga kaiako ❑ Development and implementation of assessments for Te Reo ❑ PLD for staff to be able to analyse the data collected from assessments and develop next steps for teaching using Te Marautanga o Aotearoa. 	<p>End of term 2 and 3 checkpoint</p> <p>Term 1 - 3 Fortnight focusses for staff a</p>	<ul style="list-style-type: none"> ❑ Work with RT to develop Sustainability Plan. ❑ Teacher will monitor whanau interaction using assessment roll books. ❑ RTM to work with kaiako reo development at Staff Hui ❑ Teachers will keep a copy a live copy of - Māori Sustainability Plan -Track personal growth ❑ SLT and Critical Buddies termly checkpoints.
	Promote the use of digital devices and ICT resources in ways that supports the 'Learn Create Share' pedagogy	<ul style="list-style-type: none"> ❑ Teacher of students in Years 1 - 4 will utilise the language associated with the 'Learn Create Share' pedagogy to familiarise and prepare students for their digital learning journey. ❑ Kootuitui Leader to develop resources to support teachers of Year 1-4 to implement 'Learn Create Share' pedagogy. ❑ Year 5 - 8 will implement the 'Learn Create Share' pedagogy across all curriculum areas. ❑ Engage directly with whānau in a range of 		<ul style="list-style-type: none"> ❑ Work with Kootuitui providers/whānau to identify success criteria for our kura. ❑ Kootuitui Leader will monitor the use of class/ individual BLOGs.

		<p>programmes to support our outcomes</p> <ul style="list-style-type: none">❑ Work to build community support and engagement with Kootuitui programmes'❑ All teachers share 1 item of learning per week on Class blogs.❑ Te Ao Māori Manaiakalani Roopu - developing assessment for Māori Medium settings.		
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STRATEGIC AIM 5 - 2019

Ko te reo te waka wairua o ō tātou tīpuna - The learner is a competent thinker, speaker, reader and writer in both Te Reo Māori and Te Reo Pākehā

	Aim	Action	When/ Who	How will this be monitored?
MANA Ā TIKANGA	Formalise the KPC progressions in order to meet Graduate Profile expectations at each ara angitū.	<ul style="list-style-type: none"> ❑ Establish criteria to ensure students progress through the school and graduate to their next steps of learning with the attributes. ❑ Consult with parents, students, staff and the wider community to ensure clarity around the expectation of the progressions. ❑ Collect resources and source PLD to grow knowledge to meet needs of Graduate Profile - Dr. Ann Milne, Dr. Melinda Webber, Savina PLD provider, Rachael Auckland University. ❑ Complete school wide surveys to inform the development of the graduate profile and Maori Sustainability Plan; <ul style="list-style-type: none"> ❑ Melinda Webber - Positive outcomes for Māori Learners ❑ Te Reo Survey - PLD provider ❑ Extra support and training for new teachers including workshops with Ann Milne and other Maori specific PLD providers. 	<p>Ongoing Term 1 - 4</p> <p>End of term 2 and 3 checkpoint</p> <p>Term 1 - 3 Fortnight focusses for staff a</p>	<ul style="list-style-type: none"> ❑ Staff meeting minutes ❑ Whānau Hui Minutes ❑ Newsletters ❑ Updates via newsletter, website, facebook. ❑ Collation of Results of surveys ❑ Staff Assessment Books ❑ Staff PLD reflection forms.

STRATEGIC AIM 6 - 2019

Ko te reo te waka wairua o ō tātou tīpuna - The learner is a competent thinker, speaker, reader and writer in both Te Reo Māori and Te Reo Pākehā

	Aim	Action	When/ Who	How will this be monitored?
MANA MĀTAURANGA	School-wide direction for stakeholders to engage in inquiry learning and action plans to identify sound mātauranga and gather evidence to support the learners learning.	<ul style="list-style-type: none"> <input type="checkbox"/> Establish criteria to ensure students progress through the school and graduate to their next steps of learning with the attributes. <input type="checkbox"/> Engage parents, students, staff and the wider community to ensure clarity of process and procedure. <input type="checkbox"/> All staff develop, share, implement and monitor Te Ara Angitū - Action Plans. Weekly and Long Term planning. <input type="checkbox"/> Embed the use of data tracking and analysing to support teaching as inquiry cycles aligning in PLD. <input type="checkbox"/> Assessment requirements and meeting times to support collaboration and focus on inquiry. <input type="checkbox"/> Staff Hui schedule aligns to aims as well as reflects the current need of kaiako. <input type="checkbox"/> All processes and procedures are followed, monitored, maintained - SLT to monitor in whānui hui. <input type="checkbox"/> Regular observations in class to support teachers who need assistance with their programmes with feedback and feedforward sessions part of process. <input type="checkbox"/> Extra support and training for new teachers ie: induction process. 	<p>Ongoing Term 1 - 4</p> <p>End of term 2 and 3 checkpoint</p> <p>Term 1 - 3 Fortnight focusses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Etag SMS <input type="checkbox"/> Assessment data book <input type="checkbox"/> Collate information through eTap. <input type="checkbox"/> Staff meeting minutes <input type="checkbox"/> Staff Assessment Books <input type="checkbox"/> Staff PLD reflection forms. <input type="checkbox"/> Staff Weekly reflections

STRATEGIC AIM 7 - 2019

Ko te reo te waka wairua o ō tātou tīpuna - The learner is a competent thinker, speaker, reader and writer in both Te Reo Māori and Te Reo Pākehā

	Aim	Action	When/ Who	How will this be monitored?
MANA Ā KURA	Modify the school profile to reflect the uniqueness of our school in line with our development and special character.	<ul style="list-style-type: none"> <input type="checkbox"/> Establish criteria to ensure students progress through the school and graduate to their next steps of learning with the attributes. <input type="checkbox"/> Consult with parents, students, staff and the wider community to ensure clarity around the expectation of the progressions <input type="checkbox"/> Modify the graduate profile to reflect the uniqueness of our school in line with our developmental and KPC progressions. <input type="checkbox"/> Ongoing discussion, review and modification to these in 2019 <input type="checkbox"/> Complete school wide surveys; <ul style="list-style-type: none"> <input type="checkbox"/> Melinda Webber - Positive outcomes for Māori Learners <input type="checkbox"/> Te Reo Survey - PLD provider <input type="checkbox"/> BOT to begin process to MOE to ask for assistance to begin process for Special Character / Designated Character. <input type="checkbox"/> Tutor/Associate teachers who provide a supportive learning environment to all Training Teachers that come through our school. 	<p>Ongoing Term 1 - 4</p> <p>End of term 2 and 3 checkpoint</p> <p>Term 1 - 3 Fortnight focusses for staff</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Etap SMS <input type="checkbox"/> Assessment data book <input type="checkbox"/> Collate information through eTap. <input type="checkbox"/> Staff meeting minutes <input type="checkbox"/> Staff Assessment Books <input type="checkbox"/> Staff PLD reflection forms. <input type="checkbox"/> Staff Weekly reflections <input type="checkbox"/> Develop Student Teacher Survey. <input type="checkbox"/> Communication with Education providers.
	Grow infrastructure for students, staff and community	<ul style="list-style-type: none"> <input type="checkbox"/> Beginning an application for Designated Special Character again. <input type="checkbox"/> Engage directly with whānau in a range of programmes to support our outcomes <input type="checkbox"/> Work to build community support and engagement with Kootuitui programmes' <input type="checkbox"/> Ensure we support and nurture a model which prioritises 'by whanau for whanau' <input type="checkbox"/> Provide support for warm, dry homes, financial and 	<p>Collaboration with Kootuitui providers</p> <p>Ongoing Term 1 - 4</p> <p>End of term 2 and 3 checkpoint</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Etap SMS <input type="checkbox"/> Work with MoE to restart special character application <input type="checkbox"/> Consult with Dr. Ann Milne <input type="checkbox"/> Work closely with Kootuitui Whānau to

		digital literacy through Kootuitui programmes.		develop workshops for whānau
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OVERARCHING INTENTIONS 2019

Planning & Review

To instil a culture of continuous self-review so that Kererū Park Campus is regarded as an example school in the way we deliver positive outcomes for our tamariki and their whānau by providing the conditions necessary for success.

Expected Outcomes

- Kereru Park Campus has sustainable, highly productive and respectful relationships with Mana Whenua presence is felt and visible within the school and in relationships with the local iwi and this school.
- Kereru Park Campus is a unique learning community for our ākonga. These hopes, desires and aspirations are made explicit in the learning process of our students.
- The school policies are subject to a cycle of ongoing review.

Personnel

To become a magnet school for highly innovative and effective staff and to support all staff to develop the knowledge and skills they need to effectively implement all dimensions of our KPC motto.

Expected Outcomes

- There are sound systems in place to create a space and place for teachers from other hapū/iwi/ethnicities.
- Rich and exciting professional learning opportunities are embraced by all staff and manifested in inspirational classroom practice.
- Kereru Park Campus performance management practices ensure accountability.
- Kereru Park Campus is successful in recruiting highly innovative and effective teacher to join our community.

PROPERTY & FINANCE

To review the property and maintenance plans in order to ensure Kererū Park Campus has the best possible facilities and resources to support student learning and achievement.

Expected Outcome

School pride is enhanced through significant improvements in the property and presentation of the school and its ongoing maintenance.

Financial planning at Kererū Park Campus is closely aligned to the strategic goals and closely monitored. The asset register and liabilities are kept up to date and monitored on a regular basis.

In accordance with Section 64 of the Education Act Kererū Park Campus Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and Section 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees of Kererū Park Campus accepted this Charter as its undertaking to the Minister of Education on the _____ 2019 and submits it for approval.