



Te Ara Koropiko West Spreydon School Charter 2021-2024

Attitude, Adventure, Achievement





Index

Welcome to our school p 4 - 8

Beliefs p 10 - 11

Strategic Goals p 12 - 13

Annual Plan p 14 - 18

Analysis of Variance 2020 p 19 - 23

Targets 2021 p 21 23



Welcome to Te Ara Koropiko West Spreydon School

We acknowledge those past and present who have worked from the heart, to bring us to this point in our school's history. We acknowledge this whenua and the stories that come from it. We acknowledge Mana Whenua, their tupuna and their matauranga which guide us on our journey. We have been gifted the taonga of a new school name 'Te Ara Koropiko' from Ngāi Tūāhuriri through Matauraka Maahanui. This name is significant to our kura and resonated with our vision and values and acknowledges the significance of our role as kaitiaki in Waitaha. The meaning, Te Koropiko meaning bend/ loop (in relation to the Waimokihi which flows directly behind our kura) and Ara meaning breaking of the waters (childbirth); way, path, track or route. We honour our obligations through partnership with mana whenua and tangata whenua. We value the sharing of taonga such as matauranga, kapa haka, te reo and tikanga Māori; by this we honour Te Tiriti o Waitangi. We support diversity through the tikanga and holistic pedagogy that is informed through Mātauranga Māori and mana whenua.

Over the next 10 years we are working towards honouring Te Tiriti o Waitangi by:

Peace with justice for all

- Ensure that all aspects of the experience for whānau and tamariki is mana enhancing and that their voices are heard
- Establish the importance of goals with and for Māori students and whānau
 - Ensure that the goals are clear to staff, whānau and students
 - Develop staff commitment to the goals
- Recognise the diversity of expectations within Māori communities.
- Guard against the assumption that silence on the part of whānau means they are satisfied with the Māori content provided.
- Value whakapapa/whanaungatanga (a sense of belonging), and religious and/or spiritual connections.

Article 1: Practising honourable Kawanangatanga

Our school board will:

- Ensure that process is just and follows tikanga
- Ensure that what was delegated and entrusted to the government is upheld
- Make certain that the term "honourable kāwanatanga" or "honourable governance", describes the situation where those on the Crown side of the Treaty relationship, such as boards, understand their Treaty responsibilities and work toward meeting them



- Promote quality leadership, teaching and learning as the greatest influence on learner achievement
- Provide leadership, support, encouragement and professional development for board members, senior managers and teachers
- Analyse timely, accurate and comprehensive Māori specific data in order to provide quality leadership and authentic responses to the needs of Māori in their schools.
- Remain accountable to students and whānau so that Māori students understand their place in the world, are confident in their identity and optimistic about the future.
- Safeguard the inclusion, involvement and engagement of whānau and ensure that they are invited to participate in making positive contributions to their learning.
- As a good employer, our board will:
 - Appoint staff who are culturally responsive and who value Māori educational aspirations and priorities.
 - Establish a coherent planned approach to Māori educational improvement.
 - Set Leadership appraisal goals that are challenging, specific and linked to strategic goals about improving Māori teaching and learning.
 - Assess goals or progress based on a range of information about teacher practices and Māori student Learning
- Effectively resource whānau or members of a Māori community to be involved in school decision-making processes.

Article 2: Promoting TINO RANGATIRATANGA by tangata whenua

Our school board will:

- Be legally accountable for “Māori students to achieve educational success as Māori”
- Promote effective engagement with learners and those who are best placed to support them (parents, whānau, iwi, communities and businesses).
- Ensure our school leaders value Māori.
- Ensure our school has open and honest communication.
- Take a flexible, responsive approach.
- Develop a curriculum which acknowledges the aspirations and needs of Māori students, and whānau.
- Value the Treaty, and cultural diversity

Article 3: Maori participation in Kawanatanga in ways determined by Maori in relation to tikanga appropriate ways.

Our school board will:

- Promote joint activities that enable schools and their boards to demonstrate their investment in Māori students and their whānau. Whānau are also able to share diverse insights to help schools become more effective educators of Māori students.



- Provide effective forums inside and outside the school e.g. Hui, wānanga, focus groups where information is collated from whānau.
- Collaborate with whānau and iwi.
- Develop policies on building relationships with whānau, where needed.
- Ensure that Māori stakeholders in the community are represented in governance, planning and decision making
- Include Māori language education within investments in resources and other support.

Article 4: Everybody's belief systems upheld

- Approach students' wellbeing holistically from a physical, spiritual, intellectual, and whānau dimensions
- Acknowledge that a student's level of wellbeing at school is shown by their satisfaction of life at school, their engagement with learning at home, their social-emotional behaviour and an understanding and acceptance of their identity

We are thrilled to invite you to share our history and future.

After 15 months on a temporary site, on an odd location, we are preparing to return home to our new school on Lyttelton Street.

It has been a long but exciting process to see the new school come together and to be able to plan the landscaping to fit the dreams of our school whānau and community.

Attachment Theory underpins all that we do at our school. We recognise that not all children are at the same level of maturity and brain development and we believe that it is the role of the caring and responsible adults to be the place of safety and teaching.

Our great achievement results over the past year reflect the hard work and commitment of our teachers to use data effectively to change their teaching. Our teachers and support staff are responsive to learning and challenge and they model the school values of Attitude, Adventure, Achievement.

Our stunning school pools and adventure playground are the heritage of a supportive school community and generous funding from organisations who have partnered with us over the years to ensure that our tamariki have everything and more!

Over the 2021 school year we will rebuild our orchard, edible gardens and flower gardens. You are welcome to volunteer your time and expertise to work with us. Our strength as a school is that we have strong partnerships with whānau and community groups.

We are a culturally diverse school who values our Te Tiriti o Waitangi partnership. We acknowledge the taonga of kapa haka, te reo rangatira that are shared with us and we continually aspire to support Tino Rangatiratanga for our taurira Māori. Learning diversity is addressed



through a huge range of programmes, interventions and teacher and teacher assistant expertise. We are proud of the ways in which we foster an inclusive education in our school and the relationships that we have with the Ministry of Education, senior advisers, parents and paraprofessionals to keep improving our approach to inclusion.

The proof is in the pudding. We can only be as good as all of us are prepared to work together to maintain high standards and wonderful relationships.

Our goal is to see our tamariki and staff thrive and flourish. We are not looking to “Make America Great Again.” We want our school to serve the local area and to lie at the heart of a healthy community.

School Roll, Staff, Temporary Relocation and Rebuild: Halswell Road Campus Temporary site Current classrooms: 11 classrooms. One space is a shared, collaborative teaching space because we do not have 11 available classrooms.

Homesite

Current staff: 33 staff members

Te Pihinga Team Years 0/2: Hannah Gardiner (Room 8 & Team Leader), Janice Krammer (Room 9), Isaac McKenzie (Room 7) and Natasha Woudberg (Room 5)

Raupō Team Years 3/4: Georgia Banks (Room 1 & Team Leader), Charlotte McCone (Room 2) and Megan Stewart (Room 4)

Harakeke Team Years 5/6: Lou Nuualiitia (Korari / Learning Centre & Team Leader), Taylor Wilson (Korari / Learning Centre), Glen Campbell (Room 3)

Support Staff: Marg Smart, Ange Fridd and Isaiah Langton-Harris

School Leadership:

Chairperson on the School Board: Abbey Parsons

Principal: Marriene Langton

Staff School Board Member: Jared Fretwell

School Board Members: Michelle Warburton, Jodi Apiata, Tim Hayward, Michael Down, Andrew Turner

Deputy Principal: Jared Fretwell



Assistant Principal: Marina Shehata

The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. The Middle Leaders are Lou Nuualiitia, Georgia Banks and Hannah Gardiner. Our focus is always on raising student achievement through high quality teaching and learning and in ensuring that attachment is the lens through which we view our tamariki.

Kahukura Community of Practice We have been a part of a seven school partnership for the past 7 years. We are not a kahui ako so we are self sustained with our boards' support. Our community of practice includes Addington Te kura Taumatua, Te Kura o Huriawa Thorrington, Cashmere Primary Te Pae Kereru, Somerfield Te Kura Wairepo, Sacred Heart School Te Kura o Te Ngakau Tapu and Christchurch South Intermediate. Our overarching theme this year is ***whakapuawai through creativity*** which is about well being and belonging, and in particular, thriving and flourishing.





Te Ara Koropiko West Spreydon School

Values, Whakataukī and Beliefs 2021 - 2024

Attitude, Adventure, Achievement

Whakataukī:

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei (Pursue excellence, should you stumble, let it be to the lofty mountain.)

At Te Ara Koropiko West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure



- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- Learning can happen anywhere at anytime
- It is the adults' job to believe that every child can reach his/her full potential as a human being
- We have an obligation to challenge ourselves to do our best to be our best





Te Ara Koropiko West Spreydon School Strategic Goals 2021-2024



Attitude...

A place where identity and belonging are important and everyone's responsibility.

- Re-establish vibrant school connections
- Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)
- Encourage Whakapuāwai through creativity (aligns with Kahukura COP goal)
- Refer to NELP 1.1, 1.2, 2.3, 2.4, 3.6 and 4.7

Adventure...

Strengthen Creative teaching and learning (NB creative as pertains to strategy, process and thinking rather than lack of boundary/open play)

- Develop further understanding of how matauranga Māori can support place based learning that incorporates the narratives from mana whenua
- Connect learning through use of all spaces, programmes and activities (eg classroom, indoor/outdoor, sports, performing arts, EOTC etc)
- Identify individual pathways and support the journey of each student
- Strengthen partnerships between parents and whānau around student learning
- Refer to NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6 and 4.7

Achievement...

High expectations for success for all

- promote whanaungatanga with whānau to support whānau centred learning that has a generational impact (to enrich our deep learning and celebrate small and big achievements)
- Embed evidence based teaching and assessment practises
- Provide a curriculum that spins our students' wheels
- Strengthen our school community in the shared belief that all children can reach their full potential as human beings and that every child deserves to be loved and championed by at least one adult at our school
- Refer to NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6 and 4.7

[Refer NELP document](#)



Te Ara Koropiko West Spreydon School

Annual Plan 2021

Attitude...

A place where identity and belonging are important and everyone's responsibility.

1.1 Re-establish vibrant school connections

Actions to achieve:

- **strengthen home-school partnerships to facilitate student achievement**
 - provide guided tours of our new collaborative spaces, working bees, parent information evenings, parent helpers and coaches, Seesaw reporting, friends and whānau, Pool Committee, Breakfast Club, community library, athletics, swimming sports, cross country
- **re-establish relationships with our local preschools, contributing schools and high schools, community and government organizations so that our children can flourish**
 - Year 6 transition, Cross Over Trust, Project Esther, Big Brother Big Sister, Origin Sport, Sport Canterbury, Kids Can, Junior Neighborhood Support, Mother of all Clean Ups, Nature Agents
- **complete the rebuild and landscaping of our home school**
 - return to our home school site
 - Complete the landscape design and construction of built up gardens, sandpits, insect gardens, nature play areas, bike track, bike sheds, basketball courts, staging area, covered seating, cultural narrative storyboards and symbolism, paving, artificial turf play area, planting reconstruction of the playground etc.
- **consolidate our partnership with Kahukura Community of Practice**
 - Music Festival, Cultural Festival, SENCOs, Deep Learning, MAC, ERO Case Study Launch, shared Teacher Only Day for professional development, Middle Leaders Professional Development
- **establish our Healthy and Active schools programme alongside Sport Canterbury**
 - Play trailer, Play Pod, local school sport opportunity, Origin Sport, Bikes in Schools, Clued Up Kids, PALs, School Leaders, Cycle Safety



- **celebrate our cultural diversity and re-establish our local school cultural narrative**
 - Kapa haka, Kahukura Cultural Festival, fono/hui, hāngi, mihi whakatau, Success Celebration, Pasifika cultural group
- Establish and nurture whanaungatanga with Mana whenua, that it is reciprocal relationship i.e Te Ara koropiko can give back to mana whenua as we receive.
- That when taura and kaimahi from Te Ara koropiko participate in any activity which has tikanga attached, we will up lift the mana of all involved.

1.2 Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)

- **strengthen our attachment approach**
 - Triple As, whole staff PD,
- **inclusive education**
 - Māori achieving success as Māori, Te Reo Māori, sign language, Pasifika languages, children with learning difficulties, gifted and talented, ORS children, music tuition, Triple As, language weeks
- **develop a unified learning partnership with whānau**
 - Refer to 1.1

1.3 Encourage whakapuāwai through creativity (aligns with Kahukura COP goal)

- **advocate for staff wellbeing**
 - Support, coach and mentor, well-being strategy, planned play, EAP, Strengths Finder, work/life balance, Well-being social team
 - Review workloads and work hours to frame healthy work habits: aim to finish all formal meetings by 4.45pm. unless there is a prior agreement for example staff meetings; team meetings split so that planning and admin are handled efficiently
 - Ensure that the Senior Leadership team set a healthy example
- **strengthen our gifted and talented programmes**
 - Refer to point below
- **give children opportunities to thrive and flourish**
 - School leaders, PALS, Clued Up Kids, Zone and central sport representatives, E-Pro8, CantaMath, meeting the needs of children with exceptional ability in core curriculum areas, Toi Māori, Lego club, Pasifika group, Jump Jam, Kids for Kids, full school production, music tuition, writing competitions, choirs, percussion group, ukulele



Adventure...

Strengthen Creative teaching and learning (NB creative as pertains to strategy, process and thinking rather than lack of boundary/open play)

2.1 Connect learning through use of all spaces, programmes and activities (eg classroom, indoor/outdoor, sports, performing arts, EOTC etc)

- **utilise our new collaborative learning spaces to provide a rich curriculum for all children which is informed by the cultural narratives that are gifted to us by Mana Whenua**
 - Bikes in schools, nature play area, covered outdoor learning spaces, kitchen spaces, outdoor staging area, landscaped areas, integrated curriculum, EOTC, camp
 - Refer to 1.1
- **develop deep learning design using SOLO**
 - Director of creativity, two overarching school-wide themes per year
- **promote place based learning**
 - Pā harakeke, Toi Māori club (carving, poi making, weaving), learning about our cultural narrative, nature agents, kaitiaki of Te Waimokihi
 - Refer to 1.2

2.2 Identify individual pathways and support the journey of each student

- **review reporting to parents and establish Seesaw as our reporting tool**
 - 'Moment in time' posts that are a timely snapshot of the child's learning
 - 'Reporting' posts that are the classroom teacher's professional judgement of the child's progress and achievement termly
 - give whānau opportunities to engage with their child's learning on Seesaw
- **continue to provide strong learning support systems**
 - early identification of learning needs
 - programmes that are data based, timely and measurable
 - support that is based on classroom content
- **identify, challenge and accelerate children who are gifted and talented**
 - Refer to 1.3

2.3 Strengthen partnerships between parents and whānau around student learning



- **establish Seesaw as our reporting tool**
 - provide a variety of relevant parent learning sessions
 - continue to host Learning Conversations with whānau throughout the year
 - Familiarise whanau with the school and learning spaces
 - Refer to 2.2

Achievement...

High expectations for success for all

3.1 Develop ways to involve parents and whānau more in their tamariki's learning (to enrich our deep learning and celebrate small and big achievements)

- **review and establish Seesaw as our whole school reporting tool**
 - Parents will receive two types of Seesaw posts. They will receive 'Moment in Time' posts which will be timely and ongoing. They will be snapshots of the progress and achievements of their child. They will also receive a 'Report' 1x reading, 1x writing, 1x maths and teacher comment per term
 - Refer to 2.2

3.2 Embed evidence based teaching and assessment practises

- **begin the Practice Analysis Conversations (PAC) process in writing**
 - PLD with Brent Langford (Evaluation Associates), professional development with staff
- **establish the collaborative inquiry process in the context of the writing curriculum**
 - professional learning, pre conversations, video evidence, photo evidence, peer review, robust teaching practice feedback
- **strengthen writing curriculum knowledge in all teachers**
 - PACT, staff support time, professional development, team meetings

3.3 Provide a curriculum that spins our students' wheels

- **enhance deep learning design in our kura**
 - Evaluation tool, 6Cs, SOLO, four quadrants, self-assessment
- **provide children with a range of opportunities and real life experiences within our school-based curriculum**



- Refer to 2.1

3.4 Strengthen our school community in the shared belief that all children can reach their full potential as human beings and that every child deserves to be loved and championed by at least one adult at our school

- **continue to apply Attachment Theory to everything we do**
 - enrolment process, Triple As, transition to school, Year 6 leavers transition, Camp, in school clubs, SENCO, parent and community volunteer, sports leaders, MAC
 - Refer to 1.1
- **ensure that every child has equal access to high quality education**
 - SENCO, targeted learning groups, needs based learning, real life experiences

Please Note: Highlighted sections are our primary foc



Te Ara Koropiko West Spreydon School

Analysis of Variance 2020

Strategic Aim:

Achievement:

High expectations for success for all

- *Embed evidence based teaching and assessment practises*

Adventure...

Strengthen creative teaching and learning (NB creative as pertains to strategy, process and thinking rather than lack of boundary / open play)

- *Identify individual pathways and support the journey of each student*

Annual Aim:

Utilise the PAC lead to:

- develop the PAC team and incorporate team leaders alongside Brent Langford
- release the PAC team to coach and mentor teachers through the PAC process
- input data twice a year into the PACT Tool and use that data to inform our TPJs



- establish Seesaw as our new reporting platform
- lead writing professional learning across the school
- scrutinise student achievement data to drive changes in teacher practice
- incorporate maths and literacy teaching as a key element of the new growth cycle
- provide professional learning to support teacher capability (Yolanda Soryl, Jill Eggleton, Sheena Cameron etc)
- ensure all teams/teachers have a bespoke yearly long term plan that addresses the requirements of the NZC writing curriculum and that they are tailored to the needs of the students in their care
- target key teachers in the school to lead literacy learning and innovation
- create a directory / repository of online and material literacy resources to support student learning
- provide professional development for the junior school around the “Better Start Literacy Approach”

Utilise the middle leaders to:

- establish team and school collaboration norms
- form collaborative pairs in order to improve teaching and assessment practices
- provide specific individual learning support programmes that meet the needs of children with learning difficulties
- identify and accelerate gifted and talented children

Baseline Data:

40% (21/53) of **Year 5** children are working **below** 34% (18/53) or **well below** 6% (3/53) the New Zealand curriculum level in **writing**
 22% (55/254) of **all** children are working **below** 16% (41/254) or **well below** 6% (14/254) the New Zealand curriculum level in **writing**
 27% (19/70) of **Māori** children are working **below** 16% (11/70) or **well below** 11% (8/70) the New Zealand curriculum level in **writing**



20% (30/143) of **NZ/European/Pākehā** children are working **below** 17% (25/143) or **well below** 3% (5/143) the New Zealand curriculum level in **writing**

27% (33/120) of **male** children are working **below** 19% (23/120) or **well below** 8% (19/120) the New Zealand curriculum level in **writing**

23% (10/44) of **Year 6** children are working **below** 14% (6/44) or **well below** 9% (4/44) the New Zealand curriculum level in **writing**

Targets 2021:

Target 1:

6 of the 18 Year 6 children who are working **below** curriculum level expectations will have made accelerated progress and will be working within Level 3 in **writing** by the end of 2021. This includes our priority learners.

Target 2:

1 of the 3 Year 6 children who are working **well below** curriculum level expectations will show accelerated progress through achieving their learning support goals in **writing**. This includes our priority learners.

Target 3:

3 of the 11 Māori children who are working **below** curriculum level expectations will have made accelerated progress in **writing** by the end of 2021. This includes our priority learners.

Target 4:

2 of the 5 Māori children who are working **well below** curriculum level expectations will show accelerated progress through achieving their learning support goals in **writing**. This includes our priority learners.



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Centrally Funded Professional Learning for all teaching staff facilitated by Brent Langford (Evaluation Associates) Implemented the PAC process in Mathematics and began using the PACT tool to strengthen writing teaching practice PAC leaders led and supported teachers to grow and change in their teaching practice Jared and Marina attended team meetings to ensure consistency across our teaching team Jared and Marina ensured that data gathering, analysis and moderation was discussed every team meeting and then fed back at the Senior Leadership level 	<ul style="list-style-type: none"> Our student achievement data showed a consistent high level of achievement in mathematics. Writing data continues to show low levels of achievement despite the fact that we have very able writers. <p>In 2020 we saw:</p> <ul style="list-style-type: none"> Increased knowledge and skill around gathering assessment information and using the PaCT Tool for mathematics Teacher’s curriculum knowledge and assessment gathering processes in mathematics strengthened clear understanding, as a 	<ul style="list-style-type: none"> We made a decision at the beginning of the year to focus on one area in order to guarantee a shift in student achievement data. We are confident that our learning will translate into the writing curriculum and that we will see noticeable shifts in our writing student achievement data next year. The implementation of the PAC process and the PACT Tool in mathematics Teachers took risks and weren’t afraid to be vulnerable Professional development Brent Langford (Evaluation Associates) Robust induction programme 	<ul style="list-style-type: none"> Continue to closely monitor the embedded mathematics curriculum to ensure consistency Transfer our PAC knowledge to the writing curriculum enter judgements on both maths and writing onto the PACT increase confidence in our ability to implement the writing curriculum review our data gathering and judgement making processes in writing Continue to work with Brent Langford



<ul style="list-style-type: none"> • SENCO responsibilities were brought into the senior leadership team • Provided 'collaboration' professional development for teaching staff • Provided students with opportunities to learn from home during the COVID-19 pandemic 	<p>staff, of how to make a TPJ and what we expect as a school in mathematics</p> <ul style="list-style-type: none"> • learning support programmes distributed based on data and the needs of individuals • teachers scaffold home learning in order to provide access to all • many children flourish in their home learning during the COVID-19 lockdown 	<p>for new staff members</p> <ul style="list-style-type: none"> • Team leaders actively led robust conversations about teaching and learning based on student achievement data • clear vision and focus on progress and achievement • Teachers confidently identified next learning steps in mathematics by utilising the Learning Progression Frameworks (LPFs) 	<p>(Evaluation Associates) around Writing</p>
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