

CHARTER 2020

# REPOROA PRIMARY SCHOOL

MASSEY ROAD, REPOROA  
WWW.REP.SCHOOL.NZ



PRINCIPAL: 

BOT CHAIR: 

DATE: 03/02/2020

## VISION

### LENGTHEN OUR STRIDE TO BECOME KNOWING

At Reporoa Primary School this means we focus on our goals and move forward, taking ownership of our learning and embracing challenges along the way.



## MISSION

### WE PROVIDE AN EDUCATION THAT IS LEARNER FOCUSSED, INCLUSIVE AND SUPPORTED BY PRODUCTIVE PARTNERSHIPS.

Learner focussed means we know our learning needs and abilities. We understand our learning strengths and strive to develop learner agency. Inclusive means we celebrate our differences and cater for all needs whether they are social, behavioural, learning, cultural, or physical. Active Productive Partnerships are fostered by working collaboratively together with our whanau and community to reach our common goals.

## VALUES

### AT REPOROA PRIMARY SCHOOL WE USE OUR 'REPS'. WE ARE RESPECTFUL, ENGAGED, POSITIVE AND STRIVING.

As a PB4L (Positive Behaviour for Learning) school, at Reporoa Primary School we use our "REPS". We pride ourselves in displaying these values through everything we do.

## BACKGROUND

Reporoa Primary School began in 1923 and is situated between Rotorua and Taupo with a roll of approximately 110. It is the heart of its dairy farming rural community. 44% of the children are NZ European, 47% are Maori, 4% Asian and 4% Pasifika. The school is situated next to the Reporoa Kindergarten and across the road from the year 7-13 college. It enjoys a strong relationship, fostering positive transitions with both. Six local schools have formed a Reporoa CoL (Community of Learning). The school has an 8 term localised and culturally responsive curriculum based on SOLO concept inquiries.

## CULTURALLY RESPONSIVE

Reporoa Primary School honours the Treaty of Waitangi and respects the bi-cultural partnership of Aotearoa. We develop policies and practices that reflect New Zealand cultural diversity and provide bi-lingual instruction in Maori at level 3 (30-50%) for full time students whose parents request it. We commit to collaborating with iwi, whanau, our community and our students. All students learn Te Reo Maori, tikanga and correct pronunciation of local names. Weekly Kapa Haka is offered school-wide. Staff are committed to professional development and the key competencies as expressed in Tataiako: AKO (Reciprocity of learning in the classroom and beyond), WĀNANGA (Communication, problem solving and innovation), MANAAKITANGA (Values- integrity, trust, sincerity and equity), TANGATA WHENUA (Place based socio-cultural awareness and knowledge), WHANAUNGATANGA (Relationships of students, school, and community).





## STRATEGIC AIM 1: LEARNER FOCUSSED

### CELEBRATE CONTINUOUS LEARNING THROUGH GROWTH IN LEARNER AGENCY.

- 1a - Continue improving student achievement by raising staff leadership and capability across the curriculum.
- 1b - Pursue effective Innovative Learning Environments and collaborative teaching/learning.
- 1c - Streamline assessment tools across the curriculum to inform teaching and learning.
- 1d - Use digital fluency and digital technology to enhance future focussed learning and student agency.
- 1e - Collaborate with Kahui Ako schools to improve agreed achievement challenges.



## STRATEGIC AIM 2: INCLUSIVE

### FOSTER A POSITIVE AND INCLUSIVE SCHOOL CULTURE THROUGH COLLABORATION

- 2a - Continue to establish a positive school culture focussed on wellbeing.
- 2b - Celebrate our cultural diversity.
- 2c - Ensure that all akoranga are culturally responsive and equitable.



## STRATEGIC AIM 3: PRODUCTIVE PARTNERSHIPS

### PROMOTE ACTIVE COMMUNITY ENGAGEMENT AND COLLABORATION, EMBRACING CULTURAL HERITAGE AND CONNECTEDNESS TO OUR WORLD.

- 3a - Increase engagement through positive, purposeful, culturally inclusive opportunities.
- 3b - Strengthen whanau engagement in learning outcomes.

## 2020 ANNUAL PLAN:

### 1A: Continue improving student achievement by raising staff leadership and capability across the NZC.

- Strengthen Te Reo/Tikanga, Digital Technology and Environmental Education integrating through the NZC.
- Develop science and writing through a Kahui Ako centrally funded PLD initiative.
- Continue to develop and embed the values and competencies into a graduate profile.
- Use the appreciative inquiry process collaboratively across the school and CoL/Kahui Ako.
- Continue to embed peer coaching for staff and students to raise capability and agency.
- Continue to embed the CaAP for Literacy, and create a CaAP for mathematics, ensuring fidelity of use, and monitoring the effectiveness of intervention programmes.
- Sharpen the teaching of mathematics through PLD.
- Grow the capability and capacity of leaders in the school.
- Monitor closely and address attendance issues in a timely manner.

### 1B: Pursue Innovative Learning Environments and collaborative teaching/learning.

- Strengthen collaborative and cooperative teaching within teams.
- Create learning spaces to meet the specific needs of the students.

### 1C: Streamline assessment tools across the curriculum to inform teaching and learning.

- Use Linc-Ed and SeeSaw to record and report across the curriculum.
- Moderate assessment practices across the CoL/Kahui Ako, including Literacies and Mathematics.
- Select appropriate interventions based on hard and soft data, monitoring effectiveness.

### 1D: Use digital fluency and digital technology to enhance future focussed learning and student agency.

- Effectively implement and integrate the digital curriculum throughout the Reporoa Curriculum.
- Have a clear system to collect and use student voice to inform future practice.

### 1E: Collaborate with Kahui Ako schools to improve achievement challenges.

- Collaborate with schools in the CoL/Kahui Ako to collectively address the achievement challenges.
- Follow the 2020 revised strategic & action plans of the CoL/Kahui Ako to accelerate progress for learners.

### 2A: Continue to establish a positive school culture focussed on wellbeing.

- Use data from the wellbeing survey to implement informed changes.
- Collect and use staff and student voice to inform practice.

### 2B: Celebrate our cultural diversity.

- Create a waharoa for the front of the school.
- Represent the schools multi cultural diversity through learning celebrations and whanau days.

### 2C: Ensure that all akoranga are culturally responsive and equitable.

- Continue with the MACS (Maori Achievement Collaborative Strategy) in 2020 and beyond.
- Implement the kete (progressions in te reo/tikanga) and iwi education plan, collaborating and contributing with CoL/Kahui Ako.
- Gather whanau and student voice regularly on their children's education.
- Staff PLD in te reo on a differentiated level to meet current diverse needs.
- Ensure all students needs are being met by updating and attending to the special needs register within school (SENCO) and across the Kahui Ako (LSC).

### 3A: Increase engagement through positive, purposeful, culturally inclusive opportunities.

- Implement effective termly learning celebrations that engage the students with the community.
- Have a clear system to collect and use student voice to inform future practice.

### 3B: Strengthen whanau engagement in their child's learning outcomes.

- Effectively implement the digital curriculum.
- Have a clear system to collect and use student voice to inform future practice.