

CHARTER 2022

REPOROA PRIMARY SCHOOL

MASSEY ROAD, REPOROA
WWW.REP.SCHOOL.NZ

FROM CONSULTATION WITH STUDENTS, WHANAU, BOT, STAFF AND PLD PROVIDERS.



PRINCIPAL: *Amber Donald*

BOT CHAIR: *KB*

DATE: 13/02/2022

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 120. It is the heart of its dairy farming rural community. 38% of the children are NZ European, 53% are Maori, 7% Asian and 2% 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. Seven local schools have formed a Reporoa CoL (Community of Learning). The school has an 8 term localised and culturally responsive curriculum.

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. The rest of the school operate at level 4a (up to 30% Maori instruction). All students learn Te Reo Maori, tikanga and correct pronunciation. Weekly Kapa Haka and Te Reo instruction is offered school-wide. We commit to collaborating with iwi, whanau, our community and our students. 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 - Increase student agency to empower students to take ownership of their learning using goal setting and next steps across the curriculum.

1b - Investigate and refine successful collaborative teaching and learning strategies.

1c - Strengthen 'Healthy Active Learning' outcomes through PE, Sport and Health.

1d - Use STEAM alongside digital fluency and the digital curriculum to enhance future focussed learning.

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 - Maintain a positive school culture focussed on PB4L, Wellbeing/Hauora and Te Whare Tapa Wha.

2b - Celebrate our cultural diversity.

2c - Increase attendance and engagement through targeted, monitored programmes.

2d - Provide timely, effective learning support through targeted, monitored programmes.



STRATEGIC AIM 3: PRODUCTIVE PARTNERSHIPS

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

3a - Increase community engagement through positive, purposeful, culturally inclusive learning celebrations and learning beyond the classroom through the localised curriculum.

3b - Strengthen whanau engagement in learning and goal setting.

3c - Strengthen iwi connections through the Kahui Ako and the iwi education plan.

2022 ANNUAL PLAN:

1a - Increase student agency to empower students to take ownership of their learning using goal setting and next steps across the curriculum..

- Strengthen students knowledge and use of goal setting in HERO particularly in literacy and mathematics.
- Students take ownership of sharing evidence against their learning goals in SeeSaw.
- Students are able to discuss their current goals and next steps in a wide range of subjects inc. Science + HPE.

1b - Investigate and refine successful collaborative teaching and learning strategies.

- Fully collaborate through the junior and senior school with teams planning and teaching together.
- Collaboratively implement Structured Literacy to address the literacy tail in the junior school.
- Consolidate the peer coaching programme to increase staff capability and capacity.
- Unpack the NZ Histories curriculum collaboratively.

1c - Strengthen 'Healthy Active Learning' outcomes through PE, Sport and Health.

- Work with HAL advisor on strengthening the resources, planning and delivery of Health, PE and Sport.
- Increase opportunities for children to learn through play across all levels of the school.
- Adjust the Health Long Term Plan to be localised and meaningful to Reporoa students.

1d - Use STEAM and digital fluency and the digital curriculum to enhance future focussed learning.

- Continue to integrate STEAM and the digital curriculum through the localised Reporoa curriculum.
- Collaborate with the College in STEAM working with the shared PLD provider.

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

- Collaborate with schools in the CoL/Kahui Ako to collectively address the achievement challenges.
- Engage in shared PLD around Student Agency, Assessment for Learning, and Localised Curriculum.

2a - Maintain a positive school culture focussed on PB4L,, Wellbeing/Hauora & Te Whare Tapa Wha.

- Collect and use student, staff and whanau voice to monitor PB4L and wellbeing practices.
- Measure wellbeing progress with the NCER wellbeing tool.
- Induct new staff and support staff into PB4L effectively.

2b - Celebrate our cultural diversity.

- Continue to use the cultural kete and iwi education plan to ensure Maori are taught as Maori.
- Represent all cultures in the school through learning celebrations and our localsied curriculum.

2c - Increase attendance and engagement through targeted, monitored programmes.

- Use hybrid learning to address attendance issues due to COVID-19
- Provide learning support and engage with whanau regularly when attendance goes below 90%

3a - Increase community engagement through positive, purposeful, culturally inclusive learning celebrations and learning beyond the classroom through the localised curriculum.

- Use the expertise of whanau in all areas of the localised curriculum.
- Continue to increasingly use local places, resources and expertise for authentic learning.
- Visit Ngati Tahu/Ngati Whaoa marare and have a matariki celebration.

3b - Strengthen whanau engagement in learning progress and goal setting.

- Aim for 100% engagement on SeeSaw and educate parents on effective feedback.
- Aim for 100% engagement at Student Learning Conferences mid-year.

3c - Strengthen iwi connections through the Kahui Ako and the iwi education plan.

- Regular Te ohu reo maori hui to monitor progress of Te Reo and bilingual eduaction.
- Connect with iwi through the Kahui Ako and monitor the iwi education plan across the Kahui Ako.