



BRIDGE PA SCHOOL CHARTER: 2019-2021

OUR VISION:

Connect to the past, prepare for the future
'E anga whakamua ai - Me titiro whakamuri

OUR MISSION:

By connecting to the past, our pupils will have a better sense of who they are and where they have come from. This awareness will help to develop them to become confident, connected, actively involved, lifelong learners of the future.

OUR VALUES:

Manaakitanga	Helping each other, walking the walk, Awhi (support), active listening.
Tikanga	Doing the right thing, playing by the rules.
Whanaungatanga	A sense of belonging, inclusiveness, participation.
Tuakana/Teina	Experienced helping the less experienced. Senior pupils/Junior pupils.

"Ko te ahurei o te tamaiti arahia o tatou mahi -
Let the uniqueness of the child guide our work."

STRATEGIC GOALS:

2019-2021

<u>STRATEGIC GOAL</u>	<u>ACTION</u>	<u>EXPECTED OUTCOME</u>	<u>Progress indicators</u> <u>. (Progress less than expected)</u> <u>/ (Progress expected)</u> <u>>(Progress more than expected)</u>	
<p><i>Strategic goal:</i></p> <p><i>All students to make accelerated progress towards and above the school standard in all learning areas.</i></p> <p><i>Sub-Strategic goal:</i></p> <p><i>Increase the number of students achieving at or above curriculum level in mathematics and writing by at least 15% i.e. from 78% to 93%..</i></p>	<p>Differentiation of teaching and learning programmes to maximise individual achievement. A Curriculum Review Team to analyse & monitor student data over the three years to ensure Literacy and Numeracy results improve. (Tracking)</p> <p>Utilise school standards data, as one set of data, to inform needs of students and to inform the community of school learning trends. (Analysing)</p> <p>Annually identify priority areas for learning targets based on school wide analysed data.</p> <p>2019 - Key area improved literacy (writing) through the</p>	<p>1.1 Maximising achievement through differentiated teaching and learning programmes.</p> <p>1.2 All students making good rates of progress working towards their own potential.</p> <p>1.3 85% of students achieving at or above school standard for their age by the end of 2019 in reading, maths and writing.</p> <p>1.4 10 Students would have shifted from below school standard for their age to at or above school standard for their age IN writing.</p>	<p><u>Mid year (July)</u></p>	<p><u>End of year</u></p>

	<p>use of digital technologies.</p> <p>World leading music curriculum using PVS in our school as part of a music pilot to lift achievement in all areas.</p>			
<p><i>Strategic goal:</i></p> <p><i>Prepare students for the future by building on current digital technology skills.</i></p>	<p>Work with Doug Rehu (digital circus) for 50+hours during the year to upskill staff and students in their knowledge of digital technologies and the digital technology curriculum needing to be integrated by 2020 into the school curriculum.</p> <p>Provide inquiry based learning to develop higher order thinking skills which promote engagement. In 2019 a focus on building music curriculum and Digital fluency and in 2020 an ICT/STEAM focus.</p> <p><i>Year 7&8 career opportunities</i></p> <p>Academic Learning time is used effectively. Use 2018 and 2019 to review procedures and processes school wide looking</p>	<p>2.1 Students are engaged in their learning through a range of scaffolding and differentiation methodologies.</p> <p>2.2 Information Computer Technology (ICT) is developed and utilised as effective learning tools for students to access necessary support and and learning available</p> <p>2.3 Academic learning time is used effectively.</p> <p>2.4 Student voice is valued through teaching and learning processes as well as feedback surveys every 6 months.</p> <p>2.5 Students with learning needs (to include gifted students and students operating well below National Standards) are identified and programmes are developed to support their learning. All students are identified through data and</p>		

	<p>to maximise learning time and student engagement and 2019 to consolidate any changes</p> <p>Ensure that Bridge Pa School recognises and promotes learning that is relevant, enjoyable and provides individual levels of challenge. On-going review with the students and parents to seek ways to further improve what already happens. School wide surveys carried out annually to consider student engagement.</p>	<p>observation.</p>		
<p><u>Strategic goal:</u></p> <p><i>To improve the overall well-being of our tamariki to ensure they have the skills necessary to learn and to grow into confident, contributing and kind citizens.</i></p>	<p>Employ Youthtown to emphasise our schools value programme and ensure that Youthtown programme aligns with our school values and what teachers are teaching in their classrooms and on the playground.</p> <p>Marra Kai pilot happening at Bridge Pa School in 2019 this includes the building of 2 vegetable gardens, 2 x scheduled lessons at the garden per week per class, a nutritionist who works with staff and students, 2 x physical activity sessions per day of 20 minutes as a minimum.</p> <p>PPV pilot - exploring learning through music and an introduction to opera and orchestra for our students.</p>	<p>Students feel safe and happy within our school.</p> <p>Students demonstrate school values at all times and show new students to our school the Bridge Pa values and way.</p> <p>.</p> <p>Vege garden is up and running and providing nutritious foods for our school lunches.</p> <p>School cook employed to make \$1 lunches - sandwiches/fruit/milk/raisins</p> <p>25x students in PPV pilot and introduction to orchestra and opera to rest of school.</p>		

<p><i>Strategic goal:</i></p> <p><i>Acknowledge the Tikanga of our tamariki and their whanau through a responsive curriculum and culturally responsive teaching and learning.</i></p> <p><i>Focus on a mana enhancement model to build on the mana our tamariki come to school with.</i></p>	<p>Kapa Haka weekly with Whaea Vanessa/Geraldine/Tyla Te Reo taught in all classrooms. Karakia before and after learning and before kai. Treaty of Waitangi embraced and upheld throughout the school.</p> <p>Mana enhancement training for 2x teachers as a model to be used throughout the school building on students mana and using atua to discuss feelings/emotion/decisions.</p>	<p>Students are proud and can share knowledge of their culture. All teachers respect cultural diversity and ensure Te Reo Maori is taught and integrated throughout the day. Students feel empowered to use their first language in situations throughout the day.</p> <p>Each child has a mana enhancement model and this is updates twice during the year with teacher/whanau and student.</p> <p>School teaches and builds on values using atua as visual representation.</p>		
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STATEMENT OF INTENT: MAORI STUDENTS

- Ensure the school's operations reflect New Zealand's cultural diversity and the unique position of the Maori culture and all cultures within the school and provide instruction in Tikanga Maori and Te Reo Maori for all students - and in particular for those parents who may request that the school do so.
- The board will consult with our Maori community by way of meetings (where necessary), newsletters, reporting at both Board and community levels to Maori about schools policies, plans and targets for improving Maori achievement

Ensure that Maori Culture is celebrated by the school by:

- The regular consultation with Maori as a prime stakeholder about strategic direction and programmes
- Fostering of Manakitanga
- Singing of National Anthem in Maori & English at each assembly.
- Use of Kaumatua/Kuia as necessary.
- Performance of Kapahaka & participation in the local Kapa Haka Festival
- Use of Te Reo in the classrooms.
- Karakia/Himene to start each day plus Karakia Kai & Karakia Whakamutanga.
- Attending Local Marae as applicable including Tangihanga
- Collaboration with local Kohanga Reo (Korongata & Mangaroa)
- Powhiri to welcome new pupils and staff and important visitors.
- Participation in Hakinakina Sporting Events within our Hakinakina Cluster.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori Culture and Protocol) into the school's curriculum?

- Refer to Ka Hikitia document for guidance.
- Promotion of Ngaiti Kuhungunutanga through participation in the Ngati Kahungunu Iwi Cultural Standards.
- Use of Maori language in programmes, signs, greetings etc
- Regular Marae visit and study
- Focus on Maori Waiata primarily Ngati Kahungunu)
- Include a Maori dimension when appropriate in all curriculum areas. e.g. Matariki
- Treaty of Waitangi awareness
- Upskilling of staff

- Nga Taonga Takaro (Traditional Maori Games)
- Consult other parents to gauge level of need
- Board of Trustees discuss at meetings
- Liaise with local schools such as Paki Paki Bi-lingual and Te Kura Kaupapa ki Heretaunga
- Contact Correspondence School for individual programmes.

What steps will be taken to discover the views and concerns of the school's Maori Community?

- Ensure that the Maori community is fully informed on the Strategic Plan highlights and relevant changes.
- Consult formally by survey, telephone and/or meeting as appropriate. If possible, use the Maori community's own process.
- Community Hui as required.
- Use of informal gatherings such as sports events
- "Open Door" policy

2001 Education Standards Act Section 61,(3),(a),(ii) "A school charter must contain... a section that includes the aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for full-time students whose parents ask for it."

ERO Report (November 2015) stated

There is a clear focus within the curriculum on representing students' language, culture and identity as Māori. A vision for students to know themselves and make links to their past is supported by programmes that are responsive, inclusive and centred on the local environment. Students have opportunities to learn through authentic world contexts.

INCLUSIVE PRACTICES:

Our School will reflect Inclusive Practices by ensuring that:

- Special needs students are participating, achieving and contributing to Bridge Pa School
- A school-wide caring culture exists where students with high needs are integrated into a positive social environment, take part in the extra-curricular life of the school and achieve personal academic success

The Board will:

- Relevant changes and modifications are made to buildings and equipment as indicated by the specific requirements of students with high needs
- High quality professional development is provided for teachers as well as for teacher aides
- Make funding available from the budget each year, which will be channelled towards specific special needs programmes and support

The School will endeavour to:

- Identify those children who are in need of special assistance
- Provide the time, resources and programmes to meet the special needs of identified children
- Ensure that the principles of equity are addressed
- Differentiate the teaching and learning programmes to engage students (including high needs, learning needs and gifted and talented)
- Provide interventions for children with behavioural, social, emotional, learning, and health needs
- Advocate on behalf of children with special needs to ensure that programmes are developed to meet their needs and abilities
- Provide professional development to equip staff to meet the needs of our students (including high needs, learning needs and gifted and talented)
- Ensure there is a good level of communication and collaboration between the school, whanau and external professionals (i.e. RTL&B, health professionals, MOE - GSE, and CYF)
- Provide quality Individual Education Plans (IEPs) that can track progress and achievement (and where applicable behavioural and social achievements)
- Provide effective strategies in place to support the students' individual needs, including their language, culture and identity

Other 2019 Key improvement Strategies to Achieve strategic vision

Property	Short report	Finance	Short report
<ul style="list-style-type: none"> -Boiler room to be demolished this year. -Cinzah to paint murals in two areas of the school. -Parking space possible in school grounds. -Maintain beautifying of buildings and grounds. -Vegetable garden renewal and fence created by children. 		<ul style="list-style-type: none"> -Increase working capital surplus by reducing money spent under classroom consumables. -Invest money into ICT to engage and retain senior students and to equip our students with skills they will need at high school and in the future. 	
Personnel	Short report	Community engagement	Short report
<ul style="list-style-type: none"> -If any teaching vacancy occurs, give consideration to teachers with expertise in Te Reo Maori and mathematics strategy teaching. -Redesign and consult on performance management/appraisal system. -Term 1 (engage help) -Term 2 (discuss and analyse strategies) -Term 3 (trial) -Term 4 (refine for 2018/review) 		<ul style="list-style-type: none"> -Community hui regarding the teaching of maths at the kura and changes to the way schools are being asked to report - how would they like to receive information in regards to how their child is progressing compared to children in a similar age bracket across the country. -Wider community survey to be dropped regarding barriers to why other families in the community do not send their children to our kura. 	

Bridge Pa School - Annual plan 2019

	Progress . (Less than expected) / (As expected) > (More than expected)		Progress . (Less than expected) / (As expected) > (More than expected)		Progress . (Less than expected) / (As expected) > (More than expected)
<p>CURRICULUM - NAG 1</p> <ul style="list-style-type: none"> • Localize school curriculum (vision) • Monitor student maths achievement. • Provide targeted writing instruction to accelerate progress of students achieving below and well below SS. • Provide Te Reo Maori • Numeracy - Knowledge development. • Literacy - Writing focus • Collect sufficiently comprehensive data to enable progress and achievement of students to be evaluated. Identify target students. • Student led conferencing. • Develop physical education program to be regular • Curriculum achievement plan. • Provide EOTC opportunities 		<p>FINANCE - NAG 4(A)</p> <ul style="list-style-type: none"> • Maintain budgetary control of spending. • Monthly reports to BOT • Annual audit. • Compliance with audit requirements. 		<p>NAG 7</p> <ul style="list-style-type: none"> • Annual update of the school charter by March 1st. 	

<p>PLANNING & SELF REVIEW - NAG 2</p> <ul style="list-style-type: none"> • Update charter and strategic plan. • Use school docs to review policies. • Curriculum Plan/statements. • Staff development. • Assessment procedures. 		<p>PROPERTY - NAG 4 (B)</p> <ul style="list-style-type: none"> • 5 FYA AND 10 property plan • Property maintenance • Compliance buildings • Complete safety manual (Argest) 		<p>NAG 8</p> <p>An ANALYSIS of any variance between the schools performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the secretary for education under NAG 7.</p>	
<p>PERSONNEL - NAG 3</p> <ul style="list-style-type: none"> • Revise staff appraisal documents to include new criteria. • Job descriptions & individual contracts as applicable. • Be a good employer • Provide professional development for staff as required. • Use of teacher inquiry model. 		<p>HEALTH AND SAFETY - NAG 5</p> <ul style="list-style-type: none"> • Provide a safe, physical and emotional environment for students. • Promote healthy food and nutrition. • Comply in full with any legislation currently 		<p>STUDENT ACHIEVEMENT TARGETS - 2019</p> <p>TARGET ONE</p> <p>To increase the number of students achieving at or above the national standard for WRITING by at least 12.</p> <p>TARGET TWO</p> <p>To increase the number of students achieving at or above the national standards for NUMERACY by at least 12.</p>	

		<p>in force or that may be developed to ensure the safety of students and employees.</p> <ul style="list-style-type: none"> • New health and safety legislation. • Venerable children Act • Identify and remedy hazards around the school. • Consultation with community. • Use school RAM sheets for trips • Kiwi Can values based programme. 		<p>TARGET THREE</p> <p>To continue the PB4L process by engaging community and students to decide what 4 core values will be the basis of everything we do at Bridge Pa kura and to teach explicitly these values to our tamariki in school and in the home.</p>	
<p>NATIONAL STANDARDS - NAG 2A</p> <ul style="list-style-type: none"> • 2X Written reports in plain language to the community on 		<p>ADMINISTRATIVE LEGISLATION - NAG 6</p> <ul style="list-style-type: none"> • Code of 		<p>COMMUNITY PARTNERSHIP</p>	

<p>student achievement in Numeracy/Literacy against the Literacy learning progressions in reading and writing and against the 8 stages in maths.</p> <ul style="list-style-type: none"> Report school level data in the BOT's annual report under the following headings: <i>School strengths and areas for improvement.</i> <i>Basis for identifying areas for improvement; and planned actions for lifting achievement.</i> 		<p>compliance</p> <ul style="list-style-type: none"> Maori consultation Charter Attendance Roll return 		<ul style="list-style-type: none"> Fortnightly newsletter Visit local marae Student led conferences. Update school website and facebook. Establishment of whanau group. Investigate ways of interacting with and receiving feedback from maori community. Liaison with local kohanga reo 	
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