



WAIHI EAST SCHOOL
TE KURA RAWHITI O WAIHI

2022 Charter - RATIFIED

Inspiring confident and resourceful learners who Rise Above and Shine

Caring

Respectful

Responsible

Manaakitanga

Whakarangatanga

Tutika

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INTRODUCTION AND SCHOOL OVERVIEW

CHARTER UNDERTAKINGS

- This Charter is an undertaking by the Board of Trustees of Waihi East School to the Ministry of Education.
- In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it in accordance with section 64 of the 1989 Education Act.
- The Board of Trustees of this school accepts the obligations to adhere to all relevant Acts of Parliament, National Guidelines for Education, Integration Agreement, industrial awards and agreements and regulations as they relate to the school.

CONSULTATION

The Waihi East School Board consults regularly with the Māori community and wider community. Processes for consultation include school newsletters, parent and board meetings, whānau Roopu, parent teacher interviews, meet the teachers opportunities, curriculum evenings and school questionnaires, parent focus groups, surveys and intentional informal conversations seeking feedback.

RATIFICATION OF SCHOOL'S CHARTER

The 2022 Waihi East School Charter is due for ratification in the March meeting of the School Board of Trustees.

SCHOOL CHARTER AND ANNUAL REPORT

A copy of the Waihi East School Charter will be sent to the Ministry of Education along with a copy of the relevant year's Annual Report.

SIGNED: _____
Chairperson, Board of Trustees

March 2022

SIGNED: _____
Principal

March 2022



VISION STATEMENT

Inspiring confident and resourceful learners who Rise Above and Shine.

MISSION STATEMENT

Through effective partnerships we will engage and inspire our school community to nurture a love of learning with the readiness and resilience to Rise Above and Shine.

The Board of Trustees, Principal and staff of Waihi East School work as a team to ensure the implementation of this mission and vision.

SCHOOL VALUES

Respectful Whakarangatiranga
Manaakitanga Caring
Responsible Tutika

DESCRIPTION OF THE SCHOOL AND COMMUNITY

<p>Board of Trustees</p> <p>Our school is led by a pro-active and supportive Board of Trustees. They lead our school in its focus of student holistic achievement, effectively and with passion.</p> <p>Chairperson: Mrs Tineke Douglas Principal: Ms Briar Scott Staff Rep: Mrs Joanna Derham</p> <p>Parent Representatives:</p> <p>Mr Shane Rush Mrs Tara Parker Mr Nicolas Hewlett Mrs Emma Van Der Hulst</p> <p>Minutes Secretary:</p> <p>Ms Vanessa Maunder</p>	<p style="text-align: center;">Our Community</p> <p>Waihi - "New Zealand's Heart of Gold" is a fantastic town of 5000 people nestled in the picturesque south-eastern Coromandel.</p> <p>The area has been home to Maori long before Europeans arrived. Nga iwi o Hauraki are the recognised mana whenua of the area and arrived in 3 main waves of settlement. The first arrivals were Ngati Hako who descended from Toitehuatahi and his tribe Te Tini o Toi. They arrived on a whale, prior to the ancestral waka, to look for Toitehuatahi's missing mokopuna. Later, two tribes descending from the Tainui waka settled in the area: Ngati Tokanui and Ngati Tamatera.</p> <p>The township of Waihi began life as a mining town and was New Zealand's premier gold mine during the first half of the 20th Century.</p> <p>The mine was re-opened in 1987 and Waihi is once again the site of New Zealand's most modern gold mine producing high volumes of gold and silver.</p> <p>The town is only 10km from the beautiful Waihi Beach and close to a wide variety of wonderful recreational and outdoor opportunities that make it a very attractive place to live. For more see www.waihi.org.nz</p>	<p style="text-align: center;">School Community</p> <p>In 2007 Waihi East School celebrated 100 Years of teaching and learning. We are a proud, well established school that reflects the needs of our community. Students come from a variety of backgrounds and they enjoy the family atmosphere our school offers. We pride ourselves on our tikanga based, academic, sporting and creative arts programmes which continue to develop self-worth and achievement for students.</p> <p>Waihi East is a contributing school and at the end of Year 6 children transfer to Waihi College (Yr 7 - Yr 13). Our Kura has a roll of approx 200 tamariki, whose curiosity and love of learning in all kinds of ways, help them to Rise Above and Shine.</p> <p>Our Kaiako, who are led by our Principal, Briar Scott, are passionate and committed, bringing a wealth of knowledge, aroha and learning experiences to ignite our children's life long educational journey. We are fortunate to have an amazing Office Administrator, and Caretaker, along with access to a Learning Support Coordinators and RTLB.</p>
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Cultural Dimensions

Waihi East School Board of Trustees recognises New Zealand's cultural diversity and values the unique position of Māori in New Zealand society. The school acknowledges the traditions, history and values of Māori. Thirty six percent of Waihi East students identify as Māori. Our five working documents supporting raising Māori and Pasifika success are: Ka Hikitia, Tataiako, Tau Mai Te Reo, Treaty of Waitangi, Pasifika Education Plan.

Te Reo Māori is part of the classroom culture and Māori tikanga (customs) are integrated into curriculum areas. The school has embedded and continues to explore a range of Tikanga activities across the school, for example Kapahaka, termly mihi whakataua, Marae visits, Te Reo Kori, waiata and tikanga time. Our Whānau Roopu created a waiata for our school embodying our tamariki contributions and ideas of who we are; this is now embedded in our practice. This song is performed at all school gatherings.

Tikanga is a deliberate act of teaching across the school with whānau working alongside teachers thereby continuing to build and strengthen our kaupapa culture. Our learning goals include children being able to pronounce Te Reo correctly, the ability to incorporate Te Reo into their daily lives and recognising the importance of language and culture, as a way of being, with acknowledgement to the past and looking to our future.

Tataiako remains the base document at our school, and will continue to be a focal point for the Charter document for 2022. This is reflected in our Charter and our appraisal system. The addition of the Hautu document, will support Board knowledge and guidance, for our kura.

Positive relationships based upon the principle of ako (teaching and learning for and with Māori students comprising two important aspects: culture counts and productive partnerships grounded in reciprocity) continue to support ākonga (learners) and whānau.

Engagement and consultation with whānau of the school community is done through a variety of ways, within the current COVID health guidelines, including:

- Regular whānau Roopu hui
- Informal dialogue
- Formal and informal parent interviews
- Newsletters, website and electronic messaging
- Surveys / Questionnaires
- Education Programmes
- Celebrations e.g. assembly, prizegiving
- Community gatherings, including fundraising and social occasions, developing whānau relationships.

Strategic Goals

Long Term Planning, Taking Up To Three Years To Carry Out

STRATEGIC AIM 1: Tiriti o Waitangi. Working to ensure that plans, policies and local curriculum reflect the partnership, participation and protection obligations we strive to achieve, for all.	
Strategic Sub Aims	
2021-2024	
Teacher knowledge and way of being.	To gain a better understanding of what we know about our history and practises in relation to the TOW, by engaging with our school community and knowledge holders, and incorporating what we learn into a sustainable plan for all future learners, with a focus on local dialects and kawa.
Community engagement	To actively build on our shared understanding of TOW and explore the best ways for our school community to actively protect tino rangatiratanga rights and environmental connections, connecting with iwi where appropriate.
Engaging all staff and students in active growth and knowledge of tikanga and Te Reo.	To support growth in Te Reo and tikanga practises, for both staff and students.
Achieving equitable outcomes for Maori students.	Crafting programs that reflect our dedication to Tiriti O Waitangi and localised curriculum.
STRATEGIC AIM 2: Partnerships. Working to ensure that plans, policies and local curriculum reflect local tikanga and Te Ao Maori	
Strategic Sub Aims	
2021-2024	
Inclusion within programs	Taking all reasonable steps to include instructions in Te Ao Maori, with tikanga based practises. Explore and continue to develop our understanding of localised curriculum, within the Waihi and wider, setting.
Engage all students effectively, with particular focus on the Tiriti O Waitangi.	Continue and strengthen Te Reo me nga Tikanga programs throughout the school. Strengthen Kapa haka with performance in the community, festival setting and competitions.
Achieving equitable outcomes for Maori achievement.	Continue to measure Maori student achievement, and identify trends when compared against non-Maori students. Akonga will enjoy success through their language (Te Reo), identity (whakapapa) and culture (tikanga).
Transparent learner pathways and transition for all tamariki.	Akongā requiring early transition will be identified and supported. Successful processes will be continued and adapted appropriately. Engaging with whānau, Kohanga Reo, ECE's, schools and Kahui Ako, to strengthen partnerships and transitions. Continue to strengthen play based philosophy across the school, and practises to aid transition to, within and from school.

STRATEGIC AIM 3: Raising Student Achievement in Literacy.	
Strategic Sub Aims	2021-2024
Ensuring accelerated learning is achieved for identified at risk and also priority learners.	Programs (in class and support) promote high impact teaching strategies. Programs are differentiated to needs, passion and ability. Systems, practises and reporting reflect the priority of acceleration for our target learners. Monitoring and implementation is driven by whole staff, with data directed implementations in a timely fashion.
Teacher Pedagogy - Improving Teacher pedagogy in order to lift student engagement and achievement.	Targeted PLD opportunities to shift understanding and pedagogy. Increased shared collaborative practice involving. More investment in the Kahui Ako/ Enviroschools, to access human resources in our community. After data is analysed, annual aims will be developed every year. These will target multiple areas in an effort to raise student achievement.
Improving student outcomes in curriculum areas, by using data, trends, professional judgements and AOV, to identify targets and focus within the year.	Trends of achievement are reflected as what is important to our community. Set annual aims with challenging but not unrealistic targets, which address the holistic nature and needs identified across the school.

Annual Plan for 2022

STRATEGIC AIM 1: Tiriti o Waitangi. Working to ensure that plans, policies and local curriculum reflect the partnership, participation and protection obligations we strive to achieve, for all.
ANNUAL AIM: To view our practice through the Tiriti o Waitangi, in a deeper, more compassionate way.

Focus Areas

1a.	1b.	1c.
<ul style="list-style-type: none"> Continued Mihi Whakatau collaboration, with tamariki and whanau - including welcoming new staff. Continued partnerships within the Kahui Ako and WSL days and further learnings of our area stories. With the new ASL, this will help shape and direct this journey, particularly from a cultural competency and deep understanding lens. PLD around the TOW will help shape our journey and ongoing commitment to honouring this. Staff Te Reo journey's continue with Education Perfect. 	<ul style="list-style-type: none"> Engagement for Iwi - our Kahui ako has made a great start here, and so look forward to strengthening these relationships at Iwi direction. MAC mahi will continue, and guidance will assist next steps. These will be fluid, however, we hope to build on the steps identified in the MGF. Our facilitator is unwell, so we will support this within her capacity. Continuing to build our local area understanding is a priority. Building our localised curriculum within our Graduate Profile will be a big piece of mahi. Board training is essential to engage within the Hautu documentation successfully, and meaningfully. 	<ul style="list-style-type: none"> New staff engaged and to be inducted into PB4L practises, alongside restorative practises. Continue to embed PB4L practice, responsively. Continue to unpack the Big 5 data points. Refine our processes for FBA. Neuroscience based PLD, particularly looking at the effects of trauma and how this relates to working with children in a way that makes sense to them. UBRS training for staff, and the development of behaviour safety plans for a few key players, especially through a tikanga lens.
<p>Check in:</p> <ul style="list-style-type: none"> -Via appraisal mid and end year. -BOT Principal Report twice termly. -PLD staff journal termly. -PLD for BOT 	<p>Check in:</p> <ul style="list-style-type: none"> -Termy hui with MAC, and associated tasks, including the development of our area understandings, stories and links. -TaiMac Cluster and Principal discussions, implementation of initiatives. -Staff hui notes reflecting Principal / MAC staff learning. 	<p>Check in:</p> <ul style="list-style-type: none"> -Enviroschool links and child lead initiatives based on care for our environment and understanding of its rhymes. -PB4L values and the teaching of these through a Te Ao Maori lens. -Engaging in community voice to support their tamariki aspirations, via hui, focus groups etc -Appropriate PLD to support behaviour plans and support for students -Unpacking Whare Tapa Wha and the powerful lifelong learning.

STRATEGIC AIM 2: Partnerships. Working to ensure that plans, policies and local curriculum reflect local tikanga and Te Ao Maori

Focus Areas

2 a.	2 b.	2 c.
<ul style="list-style-type: none"> Annual review of Enviro plan has provided some where to actions, including: Nude food Zero waste Composting Exploring Pou with our stories painted on these. Working towards our Bronze award. New lead to be appointed. Continue to facilitate our Multi Agency approach SENCO work continues Initiatives to promote passion led learning continue New team to enable EOTC opportunities, so further support via Leadership required for documentation and running of these Sport Waikato annual action plan initiatives unpacked and planned for. Appraisals - redefined for 2022 <p>Check in: -Staff PLD supporting holistic learning of our local area. -MAC mahi. -Enviro school curriculum and learning links.</p>	<ul style="list-style-type: none"> Links to the Marae strengthened - what can we give, what can we learn? Kapahaka at Marae regularly - explore college tuakana being available to learn from. Links to Hauraki Council to support Local Curriculum. 	<ul style="list-style-type: none"> New Ptakawaka Team - further review of transition processes required. New NE team, mentoring and story of how we came to be required, monitoring of current practice and possible PLD on phonics etc Localised curriculum crafted and scaffolded 'must visits' as appropriate for year levels. This will be linked to our Grad profile mahi. ERO - internal review questions to agree on, and report to be crafted. Continued involvement in the Kahui Ako, within the various roles Principal holds. <p>Check in: -Kahui Ako work on transition. -Staff hui /kete hui and agreements formed on sharing of information / transition process/ -LSC support on transition. -Team leader employed</p>

STRATEGIC AIM 3: Raising Student Achievement

Focus Areas

3 a.

- Recrafting and updating of WES Curriculum book.
- Observations pre planned into the management calendar.
- Kete hui will be tacked on to staff hui where appropriate and needed.
- Ongoing SENCO work
- Initiating our new LSC into our kura.
- Target PLD for new teachers and existing needs.
- Continuation of exploring Whare Tapa Wha across the school, supplementing our Paepae time.

3 b.

- Continuation of tama or kotiro club as a need dictates.
- Further PLD in both reading and writing, particularly SEED across the school, and phonics for new teachers.
- Investigating Sheena Cameron reading PLD.
- Whare Tapa Wha PLD
- Digital storytelling and computational thinking.
- NZ History adoptions.

Writing targets for Charter:

Year level	2021 results	2022 Goal
Year 4 (year 3 2021)	55% below 45% at	Target 65% at and above
Year 5 (year 4 2021)	46% below 42% at 12% above	Target 65% at and above
Year 6 (year 5 2021)	51% below 43% at 5% above	Target 65% at and above

Reading targets for Charter:

Year level	2021 results	2022 Goal
Year 4 (Year 3 2021)	16% below 65% at 19% above	Maintain
Year 6 (Year 5 2021)	29% below 55% at	Maintain 70% or more

3 c.

- Kahui Ako data to be collected using the Leuven scale.
- Sport Waikato survey to be carried out - voices of Tamariki.
- Graduate profile mahi to be completed and embedded into data collection and reporting to whanau and also to BOT.
- Continued PB4L reward systems.

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	16% above			
<p>Check in:</p> <ul style="list-style-type: none"> -Curriculum coverage school guides, via development of these documents, and implementation checks - staff / team hui / planning checks / observations. - Internal expertise engaged with the view of shared knowledge, via staff /team hui. 	<p>Check in:</p> <ul style="list-style-type: none"> -Craft Reading progressions and coverage expectations. -Writing progression and coverage explicit progressions -staff hui / reading planning check ins / reading PLD internally and externally. -links to overall curriculum planning identified and holistically embedded. 	<p>Check in:</p> <ul style="list-style-type: none"> -Leadership team / teacher and whanau consultation. -Wellbeing survey. -VoT survey 		

ONGOING SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT

All documentation outlined continues to be reviewed.

CURRICULUM	PERSONNEL	FINANCES	PROPERTY	HEALTH AND SAFETY
<p>Key school documents that inform the Waihi East School Charter relating to Curriculum include:</p> <ul style="list-style-type: none"> New Zealand Curriculum School-based Curriculum Plans Student Reports Associated Policies Waihi East School Strategic Plan Teachers' Planning / Assessment folders Cumulative Record (E-Tap) Parent Information Booklet Learning Assistance Register Attendance Registers Admission / Withdrawal Register 	<p>Key school documents that inform the Waihi East School Charter relating to Personnel includes:</p> <ul style="list-style-type: none"> Job Descriptions Performance Agreements Staff Appraisals Staff Professional Development Programme Personnel & Curriculum Policies Waihi East School Strategic Plan Appropriate Collective Agreements 	<p>Key school documents that inform the Waihi East School Charter relating to Finances include:</p> <ul style="list-style-type: none"> Annual Budget 10 year Property Plan SUE Reports Assets Register Annual Reports Auditors Reports Associated Policies & Procedures Waihi East School Strategic Plan 	<p>Key school documents that inform the Waihi East School Charter relating to Property include:</p> <ul style="list-style-type: none"> 10 Year Property Plan 5 Year Property Schedule Maintenance Schedule Property Occupancy Document - Insurance - Associated Policies - Waihi East School Strategic Plan 	<p>Key school documents that inform the Waihi East School Charter relating to Health and Safety include:</p> <ul style="list-style-type: none"> Accident Register Hazard Register Swimming Pool Maintenance Booklet Maintenance Schedule Evacuations Procedures Associated Policies Waihi East School Strategic Plan

Annual Operations Summary 2022

<p>NAG 1 – CURRICULUM <u>Ongoing Annual Commitments and Review</u> <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> • New Zealand Curriculum • School-based Curriculum Plans • Student Reports • Associated Policies • Waihi East School Strategic Plan • Teachers Planning / Assessment folders • Cumulative Record (E-tap) • Parent Information Booklet • Learning Assistance Register • IEPs • SENCO • Attendance Registers • Admission / Withdrawal Register • ERO Report • whānau Consultation / surveys 	<p>NAG 2 – SCHOOL OPERATIONS <u>Ongoing Annual Commitments and Review</u> <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> • School wide achievement reports to BOT and community • Parent Teacher meetings • Student-led conferences • Student led assemblies • EOTC opportunities throughout year • Review policies • Review Procedures 	<p>NAG 3-HUMAN RESOURCE MANAGEMENT <u>Ongoing Annual Commitments and Review</u> <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> • Letters of Appointment • Job Descriptions • Performance Agreements • Staff Appraisals • Staff Professional Development Programme • Personnel & Curriculum Policies • Waihi East School Strategic Plan • Teachers Collective Agreement • PD linked to PB4L • Induction Pack • Relievers Folders • Police Vetting
<p>NAG 4 – PROPERTY AND FINANCE <u>Ongoing Annual Commitments and Review</u> <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> • 10 Year Property Plan • 5 Year Property Schedule • Maintenance Schedule • Property Occupancy Document • Insurance • Associated Policies • Waihi East School Strategic Plan <p>Property</p> <ul style="list-style-type: none"> • Annual Budget • Budget Monitoring and Reviews • SUE Reports • Assets Register • Annual Reports <p>Finance</p>	<p>NAG 5 – HEALTH AND SAFETY <i>Key school documents / processes that inform the Waihi East School Curriculum include:</i></p> <ul style="list-style-type: none"> • Accident Register • Hazard Register • Swimming Pool Maintenance Booklet • Maintenance Schedule • Evacuations Procedures • Associated Policies • Associated Procedures • Waihi East School Strategic Plan • Physical Education Curriculum • Cluster Sporting Events • Safety Drills • Police Vetting 	<p>NAG 6 – LEGISLATIVE REQUIREMENTS</p> <ul style="list-style-type: none"> • Term dates available to community • Policies are kept up to date • Policies available to public • Enrolment Scheme • Ballot dates • School information on Website • Roll Returns • Reporting to the Ministry of Education • Truancy Reporting

<ul style="list-style-type: none"> • Auditors Reports • Associated Policies & Procedures • Waihi East School Strategic Plan • School Audi • Engagement with Education Services 		
<ul style="list-style-type: none"> • <u>NAG 7 – ANNUAL CHARTER UPDATE</u> The school charter will be updated in readiness for Term 1 2022, based on data, consultation and involving needs of teaching and learning 	<ul style="list-style-type: none"> • <u>NAG 8 – ANNUAL ANALYSIS OF VARIANCE</u> The analysis of variance will be updated at the close of 2022 and submitted to the MoE. 	
<ul style="list-style-type: none"> • <u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u> Community of Learning Involvement • Team East whānau Gala (or like) • Out of school trips • Year 5/6 camp & Y3/4 noho • Sports at School Northern Zone, W.B.O.P. level and Hauraki Competitions– swimming, cross country, athletics, sevens. • Agriculture day / group day • Marae visit • Duffy books • Breakfast club 	<ul style="list-style-type: none"> • <u>COMMUNITY INVOLVEMENT / SCHOOL EVENTS</u> Various sport events • Entertainment groups –including Kapahaka, choir and visiting groups • School picnics and social occasions, e.g. pumpkins • End-of-year prize giving • Senior and Junior trips • School performance (Term 3)- not every year. • Matariki Cluster Events (Term 2) • Fundraising (e.g. Pit Rim Fun Run, Gala) • Community event involvement – Waihi's Got Talent, Xmas, social sports evenings, quiz's etc 	<ul style="list-style-type: none"> • <u>GOVERNANCE AND MANAGEMENT</u> BoT Training as needed • Board news to community • Reporting on student progress. • Charter Review. • Enhance and celebrate strong relationships with whānau. • Principal to be appraised by external appraiser. • Appraisal systems refined practice consolidated.