



Papakaio School Board of Trustees School Charter 2021



Our Mission

The purpose of Papakaio School is to support everyone to achieve their personal best and to be well rounded and successful citizens.

At Papakaio School the needs of the children and their learning are most important. This is a three way partnership achieved through motivating and equipping our ākonga, engaging families, and through supporting and empowering our staff.

Papakaio - Place of the Ngaio Tree - Whanaungatanga

Our school vision is captured in the four main parts of the Ngaio tree canopy as the four 'P's; People, Passion, Purpose and Potential.

We believe that; **People** come first and relationships are central to our school.

Passion for learning and life is essential. Everything we do should be **Purposeful** and that through this we will help unlock the **Potential** in all our ākonga.

Central to our vision are the ākonga and their Hauora.

The rope represents our three values -

- Respect for ourselves - Rangatiratanga
- Respect for others - Manaakitanga
- Respect for the environment - Kaitiakitanga.

The whole "tree" which signifies life and growth is nourished from the solid foundation of the Papakaio Community. - Kotahitanga

The various smaller leaves of the tree stand for the key learning dispositions. We aspire to develop people who are :- Literate, Adaptable, Reflective, Compassionate, Socially Able, Motivated, Globally Aware, Leading, Connected, Creative, Resilient, Culturally Competent, Environmentally Aware and Practical.





PAPAKAIO SCHOOL TARGETS 2021



Key Charter Curriculum Direction

Aim1: Excellence

All students are supported to achieve success in their learning through engagement with a rich and balanced local expression of the NZ Curriculum.
(referenced to NAG 1)

2021	2022	2023
Implement, refine and deepen the local curriculum within and across faculties and schools to meet the goals stated in the Community of Learning Achievement Challenges.	Review the local curriculum and modify it to ensure it is meeting the goals stated in the Community of Learning Achievement Challenges.	Embed the local curriculum meaningfully in all areas of learning and develop induction for new staff, families and students for sustainability.

Aim 2: Equity

All students are supported through effective pedagogy, to become successful agentic learners as evidenced by their engagement, progress and achievement.
(referenced to NAG 2)

2021	2022	2023
Effective pedagogies that foster agentic learning are implemented and further developed. Spirals of enquiry are used to ensure there is equity for all learners.	Review the effectiveness of pedagogies used to foster agentic learning and modify appropriately. Spirals of enquiry are used to ensure there is equity for all learners.	Embed effective pedagogies used to foster agentic learning and develop induction for new staff, families and students for sustainability.

Maori

That all Maori Students who are achieving below expected curriculum levels have interventions developed in consultation with their Whanau with a view to making accelerated progress towards meeting their expected curriculum level. We aim to lift the achievement of Maori Learners to at least the same level as non-Maori over the next two years.

Achievement Targets 2021

Goal 1

By the end of November 2021 we will have at least 80% of our children in year 2 to year 8 reading at the appropriate curriculum level or beyond as assessed by E-AsTTle or PM Reading Levels.

Sub Goal - In particular we will focus on Boy's and Maori to see a 10% lift in achievement in both these groups of children in year 2 to year 8 reading at the appropriate curriculum level or beyond as assessed by E-AsTTle or PM Reading Levels.

Reading 2020 Achievement %	All	Boys	Maori	Writing 2020 Achievement %	All	Boys	Maori
Above	21.1%	16.9%	0%	Above	5.3%	3.4%	16.9%
At	52.6%	40.7%	56.3%	At	63.2%	59.3%	40.7%
Below	21.1%	37.3%	37.5%	Below	26.3%	33.9%	37.3%
Well Below	5.3%	5.1%	6.3%	Well Below	5.3%	3.4%	5.1%

Goal 2

By the end of November 2021 we will have at least 75% of our children in year 2 to year 8 writing at the appropriate curriculum level or beyond as assessed by E-AsTTle or PM Reading Levels.

Sub Goal - In particular we will focus on Boy's and Maori to see a 10% lift in achievement in both these groups of children in year 2 to year 8 writing at the appropriate curriculum level or beyond as assessed by E-AsTTle or PM Reading Levels.

Papakaio School has developed a range of strategies to target our most vulnerable learners including Booster Buddies, Spelling Programmes, Target Groups, mixed ability grouping and literacy interventions that will be put in place to accelerate learning progress for our identified children.

Action Plan

What	When	Who	Status
Children at risk identified and target groups defined - Names, Needs and Numbers	wk 3	Staff	
Analysis of barriers to learning and actions to be put in Place	wk 5	Staff	
Targeted Actions implemented	wk 6	Staff	
Regular support and focus from all staff at staff meetings	Weekly	Prin	
Observation	week 9	AP	
Mid Year analysis of data and report to BoT	Wk 17	AP	
Repeat process	wk 21	AP	

Papakaio School Charter: Business as usual 3 Year Strategic Plan 2021 – 2023

	2021	2022	2023
Curriculum	Review our approach to teaching literacy with a thorough investigation of Structured Literacy	Develop and refine school wide approach to Reading, Writing, Spelling with teachers and Teacher Aides	Embed School wide approach to literacy with induction resources for ne staff.
	Review our Social Science Curriculum	Review Health and PE Program	Review our Technology Curriculum
	Widen our involvement with ECEs and Kindergartens. Develop School Leaver profiles.	Exchange expertise from school to school.	Survey Parents on transition to school
	To compare assessment practices with our CoL Partners	To embed consistent assessment practices for induction of new staff	Have regular moderation meeting across schools within the CoL
	To lift teacher practice through Practice Analysis Conversations PLD supported by CoL collaboration	Revisit Technology Curriculum	Revisit Science Curriculum
Property	Enhance the outside areas of fencing, playground and landscaping.	Repaint and refurbish internal spaces of Admin, Whare Iti spaces.	Develop courtyard area in front of and behind the Hub
Taha Maori	Involve ourselves in at least one Tikanga Maori event beyond the school.	All staff to be upskilling and using Te Reo each day To have biculturalism evident in our general practice.	To develop Kapa Haka across the school
Sustainability	Integrate sustainability into 2 curriculum areas	To develop a sustainability action beyond school	To embed caring for a natural local area

CoL	2021	2022	2023
Cultural Capabilities	Building a whole staff understanding of cultural capabilities in order to address personal and systematic bias. Using our understanding to leverage our cultural capital so that our learners do not need to “leave their culture at the school gate”. Indicators for success are: improved attendance, improved engagement and improved achievement of priority learners.		
Capabilities	Embed transition understanding and model examples of best practice	Embed the use of the planning tools and share best practice	Continue to develop shareable local curriculum exemplars based on the capabilities model.
Spirals	Use micro “Spirals” to guide lesson development and focus the evolution of an ever deepening local curriculum focusing on the needs of priority learners.		
Practice Analysis	Train key staff in working with Practice Analysis Conversations.	Embed Practice Analysis conversations to drive the continued evolution of local curriculum with a focus on the needs of priority learners.	
Kōtuitui	Use the across kahui meeting structure to network and share local curriculum initiatives as they develop.		
Progress Tools	Continue to build capacity to understand and reference the Learning Progressions Framework by challenging staff to deepen their understanding of learning progressions.		
Pedagogy	Encourage schools within the kahui to develop, implement and document their own pedagogical approach to delivering the local curriculum by using the high impact practices in order to preserve their own unique character.		