

North Street School Charter 2021



School Production 2020 "Crazv Corona"

“Akongia mō āpōpō – Learn for Tomorrow.”

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About

North Street School is situated in the Manawatu, the friendly town of Feilding. Our school enjoys the richness of a diverse and supportive community. North Street School is a decile 3 full primary school, twenty minutes from Palmerston North and has a roll of approximately 300 students. 50% identify as Māori, 8.3% Pasifika, 4.6% Asian, European 42.3%

We have five teaching teams, consisting of 15 classrooms, four of these classes operate in Māori immersion education and across years 1 - 8. We have a Technology centre catering for Year 4-8. Classes are of a collaborative nature which allow for flexibility and targeted group teaching to occur. We care about student well-being and aim to be a school where quality relationships underpin our open and caring approach. We are very proud of strong links with our Māori community and celebrate the opportunities we offer across the school in Te Reo Māori and links to Te Ao Māori.



NORTH STREET SCHOOL CHARTER 2021

VISION

Our “VISION” is “A North Street Kid is a Positive, Connected, Engaged, Explorer of their own Learning.”

MISSION STATEMENT

Akongia mō apopo.

‘Learning for tomorrow’. The school motto calls us to look to the future and to have learning as our focus.

NATIONAL PRIORITIES

Literacy
Pūtaiao/science
Pāngarau/mathematics
Māori Student Achievement, te reo matatini (pānui, tuhituhi, kōrero)
Special Needs Education
Digital fluency.

WE VALUE:

Empower learners to lead their own learning to reach their full potential.
Inclusion, confidence, self-efficacy and success for all.
Community Engagement
Key Competency Attributes
To develop well rounded and capable students, to be able to be positive citizens in society. To develop a safe and caring Learning Environment. Students are included as part of the learning process
Culturally responsive teaching practices

SCHOOL VALUES

North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is also evidenced through the key competencies.
Respect
Excellence
Acceptance
Creativity Honesty

NSS REACH VALUES

<p>Respect Whākaute</p>	<p><i>"I share my ideas"</i> <i>"I ask others to join in with my learning"</i> <i>"I talk about my learning"</i> <i>"I include others"</i></p>	<p>Key Competency: Participating & Contributing</p>		<p>Question To be able to evaluate, not always accept answers as being right Stimulating wonder,awe,reflecting Seek to know more, gain knowledge</p>
<p>Excellence Hiranga Ake</p>	<p><i>"I am keen to learn"</i> <i>"I have a can-do attitude"</i> <i>"I can set my own goals"</i> <i>"I can make a plan to help with my learning"</i> <i>"I set myself high standards"</i></p>	<p>Key Competency: Managing Self</p>		<p>Reflection Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude</p>
<p>Acceptance Ngawaritia</p>	<p><i>"I love challenges"</i> <i>"I try to lead others and show the way"</i> <i>"I search for people I can follow to be an even better learner"</i> <i>"I can learn by working hard on my own"</i></p>	<p>Key Competency: Managing Self</p>		<p>Resilience Never give up Risk takers Not being afraid to fail Bounce back</p>
<p>Creativity Hinengaro Auaha</p>	<p><i>"I think creatively"</i> <i>"I think about all the possibilities"</i> <i>"I show my thinking using language and symbols"</i> <i>"I share my thinking and learning in words and numbers"</i></p>	<p>Key Competency: Thinking</p>		<p>Curiosity "I wonder? "-having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges-seek new knowledge</p>
<p>Honesty Whākawhirinaki</p>	<p><i>"I tell the truth"</i> <i>"I show honest endeavor"</i> <i>"I am honest to myself and my learning"</i> <i>"I am self-aware"</i> <i>"I am responsible for my own thoughts and actions"</i></p>	<p>Key Competency: Thinking</p>		<p>Mindful Self aware Think about thinking Actions and behavior Consider others around you Consider surroundings</p>

CULTURAL DIVERSITY AND MAORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua. We achieve this through:

- School policy and curriculum delivery
- The leadership of our Māori Curriculum Team
- Whānau Engagement
- Programmes in Tikanga, Tē Reo and Kapa Haka
- Staff development through Kāhui Ako partnership with local iwi
- Culturally Responsive Pedagogy

The principles of Ka Hikitia and Tātaiako are interwoven throughout Teaching and Learning and are implicit within the Reach values. We respect and value the support and knowledge that our whānau bring with them as part of our school.

In 2020 51.44% of students identified as Māori. In 2021, 50.34% of students identify as Māori.



NORTH STREET SCHOOL STRATEGIC PLAN 2021-2023

Improving Student's Learning and Achievement	Delivering a Quality Learning Environment	School Organisation and Structure
<ul style="list-style-type: none"> • All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics. Curriculum support programmes are: <ul style="list-style-type: none"> • PLD in Writing/Coaching with C21 adviser. • Multi Sensory Literacy learning teacher available to develop this area. • Target and priority learners identified in Literacy and Numeracy. • Reading Recovery. • Provision of gifted and talented (extension) opportunities in Mathematics, Literacy, Technology, Science and Arts, Leadership. • Key competencies drive both student and teacher Inquiry. • Develop and implement the children's capacity to use their 'Backpack for Learning' key learning principles. • Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment. • Further develop inclusive practice in school. • Māori Student Achievement: <ul style="list-style-type: none"> • continue implementing Tātaiako competencies across the curriculum, • provide opportunities for Māori student engagement and success as Māori through the annual review of our Māori Student Achievement Data. <ul style="list-style-type: none"> • Develop and implement Kauwhātatanga • Student achievement goals focused on accelerating achievement in the area of Writing and Kāhui Ako goals. 	<p><u>Learning Programmes and Teaching Delivery</u></p> <ul style="list-style-type: none"> • Whole school behaviour management and philosophy, reviewed and developed through PB4L schoolwide, values, KC's, mission and vision. • Continue Philosophy for Children (P4C) schoolwide. • Continue to develop Tier 2 PB4L interventions to support students in class and school. • Curriculum foci in Literacy, Māori, Digital Technology • Develop and implement the children's capacity to use their 'Backpack for Learning'. • Technologies are actively used and reflected upon to support learning. • Teachers will work collaboratively to share, and learn from 'best practice' done through ongoing 'Coaching' partnerships. • Continuing to develop staff, students and parents use of ICT to support teaching and learning and communication between home and school. • Strengthen and promote family and whānau partnerships with an appreciation of the cultural diversity of our school community. • Provision of enrichment opportunities in Sport, the Arts, Technology and Culture. • Development of a cultural narrative linked to the whenua and local tikanga. 	<p><u>Property</u></p> <ul style="list-style-type: none"> • Action the 5-10 year plan. • Continue to develop an outdoor learning environment with the completion of a waterway. • PB4L signage with NS Explorers developed. • Develop optimal learning environments. • Review water fountains. • Implementation of cyclical maintenance – painting. • Investment in furniture for innovative learning environments. • Develop the library block into a Modern learning hub that includes STEAM activities <p><u>Health and safety</u></p> <ul style="list-style-type: none"> • Students will experience the benefits of being healthy, connected and supported. • Provide opportunities for tamariki to live active and healthy lifestyles. • Participation in our Feilding Districts Kāhui Ako shared achievement challenges. • Provide teachers with adequate learning and admin support for systems and processes. • Performance management targeting teachers' professional needs through implementation of the professional growth cycle. <p><u>Finance</u></p> <ul style="list-style-type: none"> • Budgets cater for resources, professional development and general school running costs. • Ensured there are sustained funds to support the strategic direction of the school. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Maintain a focus of on-going self review. • Professional growth cycle in ways that will best meet the needs of both teachers and learners. <p><u>Community</u></p> <ul style="list-style-type: none"> • Knowledge of current educational practise is developed through regular information and Termly whānau hui.

NORTH STREET SCHOOL ANNUAL PLAN 2021

Teaching and Learning Programme		Professional Development	
<p><u>Teaching and Learning Programmes Development</u></p> <ul style="list-style-type: none"> • Our students will develop into positive, connected and engaged explorers of their learning. • Teacher Effectiveness in Mathematics and Literacy • The continued implementation of the Learning Support Coordinator model with support from Ministry and Kāhui Ako • Review and implement the current inquiry model and process to focus on the key competencies and to develop students' capacity to use their 'Backpack for Learning.' • Develop and strengthen collaborative learning models to enhance student learning. • Provision of greater outdoor education opportunities through school camps, William Pike programme and community-based learning opportunities. • Continue the LLS(Literacy learning support) programme years 1-4. • Implement the MSL programme years 1-4. • The Reading Recovery Programme continued. • Staff development groups including: Te Reo/Tikanga developed schoolwide. • Enhance engagement and student ownership of learning through the use of Digital Technologies, STEAM programme, NSS Yr 7/8 Technology programme and an Inquiry approach to learning. • Continue to refine learning support programmes detail Teacher Aide duties. • Continue schoolwide programme for G.A.T.E students - ensuring priority students have appropriate support, extension and enrichment opportunities. • Development of student agency-Continued focus on student problem solving skills in social situations. and development of leadership roles • Provision of enrichment opportunities in Sport, the Arts, Technology and Culture. • ICT/Māori-see plans • Implementing "Teaching the code" schoolwide. 		<p><u>Human resources, Staffing, Professional Development, Performance Management</u></p> <ul style="list-style-type: none"> • Continue funding to support at risk learners with Literacy and Mathematics support. • Staff development in Coaching and Writing, Māori and Digital Technology. • Participation from all staff to be trained as coaches and work with C21 PLD, to lead learning within their classrooms and the school leadership team. • Writing training through Writing team and PLD facilitator. • Training related to effective teaching practice, shared through staff meetings, observations, feedback and inquiries. • Development of the professional growth cycle. <p>Through the unpacking of the Professional Growth Cycle - developing effective practice in relation to the Standards and the Code</p> <ul style="list-style-type: none"> • PB4L training provided to staff through staff meetings or in team meetings. <p>Embedding of tier 2 PB4L</p> <ul style="list-style-type: none"> • P4C PLD designed to enable teachers to begin facilitating philosophical inquiry in the classroom. New teachers receive P4C training. • Development of our responsive school culture through staff professional learning with a focus on Te Tiriti, Māori Hlstory. Shared cultural experience through Noho Marae. • Support the establishment of an aspirational culture. 	
Finance	Property	Health and Safety	Review

<ul style="list-style-type: none"> • Monitor expenditure to support charter goals. • Perform July/November Budget Review • Whānau circle funds for the school environment. • Manage budget of 5ya teaching block renovations. • Invest in eLearning initiatives. 	<ul style="list-style-type: none"> • Ensure a safe, welcoming, attractive and well resourced learning environment which enhances learning opportunities. • Complete 5YP D Block-Rooms 7-10, roofing schoolwide • Complete SIPs projects, turf and pool. • Continue to develop an outdoor learning environment with the completion of the junior waterway. • PB4L signage with NSS Explorers developed. • Review water fountains. • Implementation of cyclical maintenance – painting continued. • Investment in furniture for innovative learning environments. • Commence LSC room in Library area. • Continue installation of blinds for safety in lockdown • Installation of heat pumps where needed Rm16, Hall (apply for funding) 	<ul style="list-style-type: none"> • Continue reviewing H+S systems (People safe plans), Appliance Checks • Life Education / Positive Puberty • Camp / EOTC programme. • Breakfast in Schools/ Eat up • Free Healthy Lunches in Schools • Focus on Well-being, Kids Can – food and clothing. • Plant to Plate, Healthy Nutrition • Youth line, Te Manawa-Bystander Programme, Big Brother / Big Sister. • Environmental Kitchener Park programme. • Continue use of specialists in physical education and Elite sport groups. • Appoint physical education and health leader to support effective programs • Appoint a Hauora leader to lead wellbeing of staff • Wellbeing focus for students alongside Kāhui Ako initiatives 	<ul style="list-style-type: none"> • Health and safety systems. • Reporting to parents format. • School procedures and policies.. • Strengthening of Board governance through the implementation of Board self-review in 2021 • Student engagement and wellbeing survey in Term1 as a followup to the Kāhui Ako survey first initiated • Continue to strengthen the House system which is based on our Reach values
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Partnership with the Community	Reflecting New Zealand's Cultural Diversity
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<ul style="list-style-type: none"> • Communication : Regular newsletters will update parents on school information and activities on Facebook (Team FB), emails, Skool Loop, Seesaw, Class Dojo. School website • Consultation : Parent interviews, Student led Conferences, reports and regular whānau hui schoolwide, parent curriculum evenings eg Bangers and Maths. • New entrant pre-enrolment interviews/transition program • Develop shared goals/aspirations. • Identify barriers to learning and source support through new appointed LSC • Greater involvement of agencies in support of students including improved coordination between the school and agencies • P4C schoolwide supporting Team whānau hui and building whānau connections. • Building relationships with Kāhui Ako including iwi, ECE and businesses through a central website. 	<ul style="list-style-type: none"> • We are committed to the principles of Tātaiako and the cultural competencies; Wānanga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga and Ako • Kapa Haka continued. Whole school, weekly. Junior and Senior. Te Reo activities in classrooms, and integration into team focus. • Multi-cultural component in school-wide Inquiries supporting Tikanga Māori. • Focus on Māori / Pasifika cohort data within year groups and priority learners tracking. • Strengthening links with Māori communities through Whānau hui and celebrations. • As part of the Felding Districts Kāhui Ako we are committed to working collaboratively with Kauwhāta Iwi developing a cultural narrative linked to the whenua and local tikanga
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More detailed plans to support our aims goals and targets are found within the ICT Plan, Māori Achievement Plan, Annual assessment and professional learning overview. Board reports & CAAP plan.

E-Learning 2021

“To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students.”

PROFESSIONAL DEVELOPMENT	COMMUNICATIONS	TEACHING AND LEARNING
<ul style="list-style-type: none"> • There is an open, safe and collaborative culture for whole school eLearning change and development through the trial, reflecting and sharing of practices and pedagogies that are directly informed by student needs and supported by integrated online systems. • ICT leader for 2021 will remain the same. • Develop use of Google docs in all classes and begin to look at Google Classroom where it is age appropriate. • Attend frequent school workshops around blended eLearning. • Provide support for use of devices to continue to build authentic integrated eLearning. • Training and use of eTAP ongoing to analyse and display as graphs. • Include eLearning within curriculum planning. • Use digital technologies appropriately to support higher order, collaborative teaching and learning according to teacher capability and access of devices. • Attend PLD opportunities at Te Papa, Te Raranga Matihiko, ULearn to develop teacher capability and student learning. • Provision for developing teacher capability to use Hapara Teacher Dashboard, to ensure safe internet use of students. • Explore and share apps/programmes that enhance learning, with a main focus on writing. 	<ul style="list-style-type: none"> • Digital citizenship and cyber safety policy and practices planned and implemented. • Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo and Seesaw and Skool Loop. • Start to communicate Digital Citizenship to parents/ community and develop supportive partnerships through emails, texts, surveys, Skool Loop, school website, Facebook, Messenger. <div data-bbox="757 663 1442 715" style="background-color: #e0e0ff; text-align: center; padding: 5px;">STRATEGIC DIRECTION/LEADERSHIP</div> <ul style="list-style-type: none"> • With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning. • Effective use of technologies are blended into practices and processes across the school with deliberate leadership, modelling and mentoring. • Online Professional Inquiry and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students' learning. • PLD for teachers, major focus area being implementation of the Digital curriculum. • Provision for PLD from outside agencies, <ul style="list-style-type: none"> - ie ULearn, Te Raranga Matihiko, and Core. • Use of local community digital devices and programmes available to staff. Eg Local Library resources. • Investing in eLearning initiatives. 	<ul style="list-style-type: none"> • Technologies are used appropriately to enable students to critically reflect and manage their own learning, as well as share their progress with the wider community. • Students will continue to use appropriate technologies to develop and share their learning, curate aspects of their work, and engage in self and peer based reflection. • Explore Google Classroom. • Curriculum integrates technologies responsively to support authentic, higher-order, collaborative learning and teaching practices and pedagogies. • Technologies continue to be updated to 21st Century capabilities / Infrastructure. • SMS actively used to support administrative assessment and teaching and learning needs. • Class environments combine spaces for both virtual and physical learning. <ul style="list-style-type: none"> - Classes to have a spread of digital devices (BYOD and school owned) to enable all teachers and students to engage in digital learning. • Continue with 1:1 drive, but will have at least a 1:2 ratio by the end of 2021 in Years 5-8 • Investing in eLearning initiatives • Provision to build teachers capabilities will be developed in the following areas: <ul style="list-style-type: none"> - Computational thinking for digital technologies - Designing and developing digital outcomes - Designing and developing materials outcomes - Designing and developing processed outcomes - Design and visual communication

Māori Achievement Plan 2021

“Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our Te Reo Māori programme opens the doors and encourages students to experience success.”

Baseline Data

Reading: 2020: 84.9% Māori are At or Above. Māori students 15.1% below/well below the expected curriculum level.
Writing: 2020 70.1% Māori are At or Above (compared to 2018 61.4% At or above) 29.9% below/well below the expected curriculum level.
Maths: 2020: 87.0% Māori are At or Above 13.0% Māori are below/well below the expected curriculum level.
Targets 2021
 Māori students below/well below schoolwide in all curriculum areas.

Te Tai Ao

- Schoolwide Inquiry strengthening home and school connections.
- School waiata “Te kei a te Kura” interwoven into school values in Te Reo and Tikanga.
- We are committed to the principles of Tātaiako and the cultural competencies - Wānanga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga.
- Bilingual signage

Manaakitanga

- Aim to strengthen Kapa Haka in a culturally responsive learning environment and to provide opportunities for all ākonga to engage in their language, culture and traditional practices.
- To establish a Junior year 1-4 team to operate alongside our Senior Club. Participate at Te Pae Tamariki.
- Māori role models promoted to support and enhance Māori learners in particular Māori boys.
- Matariki and Community Engagement aim to establish strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.
- Te Wiki o te Reo Māori – Acknowledge, celebrate and build stronger connections with local iwi and hapū working with Kāhui Ako. Harness their knowledge of Māori language, culture, and identity-Kauwhātanga.
- Implement and strengthen cultural competencies for all teachers. Promote a collaborative, inclusive and supportive learning environment through PB4L/Bilingual School Values.
- Value and develop competence in Te Reo and tikanga Māori.
- Implement the principles of Ka Hikitia and Tātaiako.

Wānanga and Ako

- Staff to demonstrate commitment to PLD of personal, and professional practice, by the Māori Curriculum Team.
- Provision of improved opportunities to enable every student to participate in Te Reo across curriculum
- Weekly Te Reo lessons with staff. Correctly pronouncing Māori words and names.
- Strengthen and actively prioritise Māori learner achievement including accelerated progress of Māori learners achieving below / well below (Targets &MSL).
- To establish and maintain effective Professional relationships focused on the learning and well-being of all ākonga -Tapa whā model.
- Continue to design, plan, use and implement a relevant learning programme to develop Level 1 – 4 communication skills in te reo Māori and tikanga Māori.
- Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori in an English medium school.
- Focus on Māori History(Te takanga o te wā), Tiriti o Waitangi and its impact on NZ.PLD from external facilitators/ curriculum lead
- Weekly Māori in a Minute - staff development through PLD on, Pepeha, Karakia, Waiata, Māori history, etc.
- Mātātoa-Time to train program offered.

Whānaungatanga

- ‘Me titiro whākamuri kia anga whākamua.’
‘We must look to the past to strive for the future.’
- Actively promote a learning culture which engages diverse learners. Build a collection of staff/student known waiata.
 - Strengthen and maintain a healthy bicultural partnership, alongside local iwi, hapū and whānau-aligned with Kāhui Ako.
 - Biannual Marae visits - schoolwide.
 - Conceptualise, demonstrate and practice known waiata and karakia, to promote an inclusive and supportive learning environment.
 - Build cultural capacity with teachers and students around identity, awareness and connectedness.
 - Develop relationships through working with Kāhui Ako.
 - Continue with whānau support group to engage parents and community into school activities/ fundraisers.
 - Nurturing a relationship with Kohanga reo.



NORTH STREET



Learn for Tomorrow
Akongia Mo Apōpō

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