

North Street School Charter 2025



"Akongia mō āpōpō – Learn for Tomorrow."

52 North Street, Feilding, phone: 06 323 6695 email: office@northstreet.school.nz, website: www.northstreet.school.nz



NORTH STREET SCHOOL ANNUAL PLAN 2025

Teaching and Learning

All students will successfully engage with the New Zealand Curriculum – Te Mātaiaho, as demonstrated by their achievement in Reading, Writing, and Mathematics in relation to Curriculum Levels.

Curriculum Support Initiatives:

- Professional Learning and Development (PLD) in Mathematics with Cognition.
- Identification and targeted support for priority learners in Literacy and Numeracy.
- Implementation of Structured Literacy with two dedicated teachers.
- Participation in the Year 7-8 Mathematics trial.
- Provision of specialized learning in Hard Materials, Science, Technology, and Art.
- Integration of Key Competencies and Aotearoa Histories into student and teacher inquiries.
- Development and implementation of the 'Backpack for Learning' framework to enhance students' key learning principles.

Special Education Support:

- Ensuring students with special needs receive the necessary support to make progress within the New Zealand Curriculum, enabling full participation in school and community life.

Māori Student Achievement:

- Promoting Māori student engagement and success as Māori through an annual review of Māori Student Achievement Data.

Professional Development

Learning Programmes and Teaching Delivery

- Review and develop whole-school behaviour management and philosophy through **PB4L**, incorporating school-wide values, Key Competencies (KCs), mission, and vision.
- Continue implementing **Philosophy for Children (P4C)** across all year levels.
- Further develop **Tier 2 PB4L interventions** to support student engagement in both classroom and school settings.
- Focus on key curriculum areas, including **Literacy, Mathematics, Te Ao Māori, Digital Technology, and AI development**.
- Strengthen and implement the '**Backpack for Learning**' framework to enhance student learning capabilities.
- Ensure technologies are actively integrated into teaching and learning, with ongoing reflection on their effectiveness.
- Promote a **collaborative teaching culture**, where educators share best practices through **ongoing year-level partnerships and fortnightly meetings**.
- Continue developing staff and student proficiency in **ICT**, supporting both teaching and communication between home and school.
- **Whakawhanaungatanga**: Strengthen and promote partnerships with families and whānau, recognising and celebrating the cultural diversity of the school community.

- Development and implementation of **Kauwhatatanga**, incorporating local narratives into learning.

Student Achievement Goals:

- A focused effort on accelerating progress in Mathematics.
- Supporting **Tumuaki** and **kaiako** to develop proficiency in essential pedagogies from Te Mātaiaho.
- Fostering **curious, confident, and connected ākonga** who attend regularly and experience mana-enhancing learning opportunities.
- Ensuring that ākonga feel empowered, visible, and actively engaged in their own learning.

School-Wide Initiatives:

- **PB4L:** Celebration days such as Multicultural Kai/Dress Day.
- **Pasifika Programme:** Appointment of a mentor and dance/movement coach.
- **Kāhui Ako Collaboration:** Partnering with Iwi and Cultural Across School Leaders (ASL) to develop local narratives and highlight significant landmarks
- them to feel empowered and achieve success. Learning opportunities that support them to feel empowered and achieve success.
- Ākonga feedback indicates they feel visible in their own learning.
- PB4L: Celebration days eg multicultural kai/dress day
- Pasifika programme: Mentor and Dance/movement coach appointed
- Kahui Ako Cultural ASL in partnership with Iwi develop local narratives and landmarks.

- Provide **enrichment opportunities** in Sport, the Arts, Technology, and Culture.
- Develop a **cultural narrative** that connects learning to the whenua and local tikanga.
- Establish **indigenously guided learning approaches and plans**, developed through collaborative efforts.
- Engage **specialist educators** to deliver high-quality programs across various curriculum areas.
- Support **kaiako** in demonstrating knowledge of **Te Ao Māori** through termly inquiries into Aotearoa Histories

	<p>Property</p> <ul style="list-style-type: none"> • Action the 5 - 10 year plan. • Continue to develop outdoor learning environments with the addition of new equipment-improve waterway. • PB4L signage with NSS Explorers developed. • Cultural tohu that connect with our tamariki as tangata whenua. ie Whakairo around Waharoa • Investment in furniture for innovative learning environments-new shelving for library • Develop the library block into a modern learning hub that includes STEAM activities. • More storage for organisation, purchase another container. • Update Staff bathrooms • install L E D lighting schoolwide • Hall roof to be re-screwed 	<p>Health and Safety</p> <ul style="list-style-type: none"> • Students will experience the benefits of being healthy, connected and supported with outside agencies. • 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. • <i>Performance management</i> - targeting teachers' professional needs through continuation of professional growth cycle. • Develop a native walkway with • Focus/ develop the concept of "Mauri" in ourselves within our classes and school environment. • Wellbeing focus with staff around Gratitude. 	<p>Review</p> <p><i>Finance</i></p> <ul style="list-style-type: none"> • Budgets cater for resources, professional development and general school running costs. • Ensure there are sustained funds to support the strategic direction of the school. <p><i>Evaluation</i></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><i>Community</i></p> <ul style="list-style-type: none"> • Knowledge of current educational practice is developed through regular information and Termly whanau hui, meet and greet, student led conferences. • Work with the Kahui to build whakawhanaungatanga and develop ako
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NORTH STREET SCHOOL eLEARNING PLAN 2025

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

Professional Development	Teaching and Learning	Strategic Direction and Leadership
<ul style="list-style-type: none"> • Culture & Development: Foster a safe, collaborative eLearning culture through experimentation, reflection, and best practice sharing. • ICT Leadership: New Era ICT provider 2025. • Google Tools: Expand Google Docs use and explore Google Apps where appropriate. • Office 365: Expand Microsoft App use in senior learning team. • Blended Learning: Encourage staff participation in blended eLearning workshops. • Device Integration: Enhance learning through effective device use. • Data & Analysis: Continue eTAP training for data-driven insights. • Curriculum Integration: Embed eLearning in curriculum planning. • Digital Technologies: Leverage technology for collaborative, high-order teaching. • Internet Safety: Strengthen Hapara Dashboard use for safe student internet access. • EdTech Exploration: Identify and share effective learning apps, focusing on Maths. • ICT PLD: Provide training on ICT basics, promote local PLD, and offer Hapara sessions. 	<ul style="list-style-type: none"> • Student Learning & Reflection: Technologies enable critical reflection, self-management, and community sharing. • Technology Integration: Students use tech for ongoing learning, curation, and peer reflection. • Google Apps for Education: Exploration encouraged. • Office 365: Explore working in multi-platform environments. • Curriculum & Tech: Integrated for authentic, higher-order, collaborative learning. • Infrastructure Updates: Upcoming N4L upgrade to meet 21st-century capabilities. • SMS Utilisation: Actively supports admin, assessment, and learning needs. • Learning Environments: Blend virtual and physical spaces with a mix of BYOD and school-owned devices. • 1:1 Device Goal: Maintain full 1:1 ratio in Years 5-8 in 2025; work towards 1:2 ratio in Years 3/4; funding aligned. • eLearning Investment: Continued support for digital initiatives. • Teacher Capability Development: <ul style="list-style-type: none"> ○ Computational thinking for digital technologies ○ Digital outcome design & development ○ Materials and process-based design ○ Design & visual communication 	<ul style="list-style-type: none"> • Strategic Vision & Leadership: Clear vision, strategic plan, and policies that integrate technology to enhance teaching and learning, with strong staff and community engagement. • Integrated Technology Practices: Technology use is embedded across school practices, supported by leadership, modelling, and mentoring. • Professional Inquiry & Growth: <ul style="list-style-type: none"> ○ Online Professional Inquiry and Teacher Growth Cycle document and reflect on how technology improves teaching and student learning. ○ Ongoing PLD focuses on implementing the Digital Curriculum. ○ External PLD opportunities include ULearn, and Core Education. • Community & Resource Utilisation: Staff utilise local community digital resources, including library-based programmes and shared digital tools. • Investment in eLearning: Active investment in eLearning initiatives, software licences, and educational apps to boost student engagement and learning. • Cyber Safety & Digital Fluency: <ul style="list-style-type: none"> ○ Promotion of cyber safety programmes. ○ Alignment of Core Education resources with the Digital Curriculum. ○ PLD on effective use of iPad and Chromebook apps in the classroom.

Communications			
	Digital Citizenship and Cyber Safety Policy and Practices: <ul style="list-style-type: none"> Developed and implemented a comprehensive Digital Citizenship and Cyber Safety Policy that aligns with current best practices and emerging technologies. This policy is continuously updated to address the evolving landscape of digital threats and ethical use of technology. The policy includes guidelines on online behaviour, data privacy, cyberbullying prevention, and digital wellness, supported by professional development for staff and regular updates for the school community. 	Integration of Digital Technologies for Communication: <ul style="list-style-type: none"> Actively increasing the use of digital technologies to facilitate communication and engagement with parents and the broader community. Platforms such as the school website, Facebook, Team Facebook, Class Dojo, Seesaw, and Skool Loop are regularly utilised to share important school updates, student progress, and educational content. This helps to create a transparent, accessible communication channel while promoting digital engagement among families. 	Promoting Digital Citizenship to Parents and the Community: <p>A concerted effort to communicate and educate parents and the broader community on the principles of Digital Citizenship. Through multiple channels such as emails, text messages, surveys, Skool Loop, the school website, Facebook, and Messenger, the school fosters strong partnerships with families, encouraging them to actively participate in their children's digital education and cyber safety. Information is tailored to help parents understand emerging digital trends, risks, and ways to support responsible online behaviour at home.</p>
	<p>Teachers could:</p> <ul style="list-style-type: none"> Model responsible digital behaviour using email, social media, and digital tools ethically. Teach lessons on privacy, safety, and responsible online behaviour. Lead discussions on cyberbullying prevention and being an upstander. Use case studies and role-playing to practise ethical online behaviour. <p>Students could:</p> <ul style="list-style-type: none"> Create digital citizenship projects on online safety and privacy. Participate in digital wellness challenges like "Digital Detox Week" to reduce screen time. Raise awareness about cyberbullying and privacy through peer-led campaigns. Engage in supervised online discussions about managing digital stress and supporting others. 	<p>Teachers could:</p> <ul style="list-style-type: none"> Post regular updates on platforms like Seesaw or Class Dojo to share student progress and classroom activities. Host virtual parent-teacher meetings using Zoom or Team Facebook for real-time communication and feedback. Share school news and reminders on the school website or Skool Loop to keep parents informed. <p>Students could:</p> <ul style="list-style-type: none"> Share learning projects on Class Dojo or the school Facebook page to showcase achievements. Document and reflect on learning via Seesaw, allowing parents to stay updated and engage with student progress. 	<p>Teachers could:</p> <ul style="list-style-type: none"> Organise workshops/webinars for parents on Digital Citizenship and cyber safety via Zoom or the school website. Send emails/texts with tips and resources on promoting responsible online behaviour and supporting digital education at home. <p>Students could:</p> <ul style="list-style-type: none"> Create and share Digital Citizenship projects (e.g., infographics or videos) with parents via Seesaw or Class Dojo. Participate in cyber safety surveys and share results with families through Skool Loop or Facebook to engage them in digital discussions.



NORTH STREET SCHOOL MĀORI PLAN 2025

“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: 2024 82.9% Māori are At or Above, 17.1% Māori are below/well below the expected curriculum level.
Writing: 2024. 70.4% Māori are At or Above, 29.6% Māori are below/well below the expected curriculum level.
Maths: 2024 80.3% Māori are At or Above, 19.7% Māori are below/well below the expected curriculum level.
Targets 2025
 Māori students below/well below school wide in all curriculum areas.

Te Tai Ao

- Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported.
- Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage.
- Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas seen in whakairo/waharoa

Tangata

He Uri Whai Oranga (Seekers of Well-being)

- Strengthen Physical and Emotional Well-being
- Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported.
- Well-being initiatives, including hauora practices, mindfulness, and positive relationships, are embedded into daily routines.
- Māori role models promoted to support and enhance Māori learners in particular Māori boys.
- Mau Rakau For hinengaro and Hauora
- Matariki and Community Engagement aim to establish strong home-school

Ako

He Uri Whai Mātauranga (Seekers of Knowledge)

- Strengthening Mātauranga Māori in Learning through Pepeha, Karakia, Waiata, Maori history, programmes etc
- Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas.
- Māori worldviews and knowledge are woven into the curriculum, ensuring culturally responsive teaching and learning.
- Students, staff, and whānau actively learn and use Te Reo Māori, enhancing

Whenua

He Uri Whai Tukuihotanga (Champions of Cultural Identity)

- Enhance Language Revitalisation and Intergenerational Transmission
- Te Reo Māori is valued and prioritised as a living language within the school environment, ensuring its ongoing revitalisation.
- Students, staff, and whānau actively learn and use Te Reo Māori, enhancing classroom environments and creating culturally responsive learning spaces.
- Strengthen and maintain a healthy cultural partnership alongside iwi, hapū, and whānau initiatives, aligned with the Kahui Ako Achievement Challenges, to

	<p>partnerships where parents, whānau, and communities are involved and supported in students' learning.</p> <p><i>All Māori learners have unlimited potential and a cultural advantage as Māori. They are inherently capable of achieving success while embracing their identity. Māori learners have the right to live and learn as tangata whenua of Aotearoa, with mana motuhake, and should be supported in ways that affirm and strengthen their cultural heritage and aspirations.</i></p>	<p>classroom environments and creating culturally responsive learning spaces.</p> <ul style="list-style-type: none"> • Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school. • Focus on Maori History (Te takanga o te wā), Tiriti o Waitangi and its impact on NZ. Strengthen the cultural narrative by integrating Aotearoa New Zealand Histories into learning experiences, supporting the curriculum refresh. Contextualise these histories with iwi and hapū perspectives, ensuring local cultural knowledge and connections are incorporated into the curriculum. • Term 1 - Tino Rangatiratanga me te kawanatanga • Term 2 - Whakapapa me te whanaungatanga • Term 3 - Tūrangawaewae me te Kaitiakitanga • Term 4 - kowhiringa ohaoha me te whai oranga <p><i>Engage in reciprocal learning and exemplary modelling of innovation, leading to the effective creation, development, and delivery of high-quality, authentic learning contexts and practices for teachers and students.</i></p>	<p>nurture shared success and cultural identity. Biannual Marae visits</p> <ul style="list-style-type: none"> • Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage, and materials. Incorporate kapa haka, waiata, and karakia. Promote inclusivity through tuakana-teina, empowering all learners to embrace and develop Te Reo Māori. • Kaupapa Māori initiatives are embedded within the narrative of our school, ensuring that Māori culture, values, and perspectives are integrated into every aspect of our learning environment. <p><i>Promote the development and implementation of strategies, plans, and policies that support Māori learners' potential and ensure their educational success. These initiatives should affirm their cultural identity, empower their learning journey, and create an environment where they thrive academically while maintaining strong connections to their Māori heritage and values.</i></p> <p><i>Promote an understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation, to ensure learners develop a deep connection to the history, identity, and values that shape the nation.</i></p>
	<p>Italics align with <i>Tū Rangatira's</i> commitment to fostering a strong cultural foundation for learners, recognising the significance of Te Tiriti o Waitangi in the education system.</p>		