

# 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 2025

### About North Street School:

North Street School (NSS) is a full primary school in Feilding, Manawatu, located 20 km from Palmerston North and Massey University. We provide education for students from New Entrant through to Year 8. Our school has a roll of approximately 370 students, with 55% identifying as Māori, 9% as Pasifika, 6% as Asian, and 28% as European.

Our school is organised into five teaching teams, encompassing 19 classrooms, including nine Māori immersion classes catering to students from Years 1 to 8. We also have a dedicated Technology Centre for Years 5–8, with specialized woodwork and science classes. Some classrooms follow a collaborative learning model, enabling flexible teaching approaches and targeted group instruction.

At NSS, student well-being is at the heart of what we do. We foster a culture of respect and care, building strong relationships with students, whānau, and the wider community. We take great pride in our close connections with our Māori community and Iwi, embracing Te Reo Māori and Te Ao Māori across all aspects of school life.





## North Street School Charter 2025

### VISION

Our "VISION" is "A North Street Student is a Positive, Connected, Engaged, Explorer of their own Learning."

### MISSION STATEMENT

*Akongia mō āpōpō.*  
'Learning for tomorrow'.

The school motto calls us to look to the future and to have learning as our focus.

### NATIONAL EDUCATION AND LEARNING PRIORITIES

Learners at the centre  
Barrier free access  
Quality teaching and leadership  
Future of learning and work  
World class inclusive public education

### WE VALUE:

Empowering learners to lead their own learning to reach their full potential.  
Inclusion, confidence, self-efficacy and success for all.  
Community Engagement.  
Key Competency Attributes.  
Well-rounded and capable students, able to be positive citizens in society.  
Safe and caring learning environments where 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: Whakaute  
Excellence: Hiranga Ake  
Acceptance: Ngāwaritia  
Creativity: Hinengaro Auaha  
Honesty: Whakawhirinaki



## North Street School Reach Values

<b>Respect</b> <b>Whakaute</b>	<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>	<b>Key Competency:</b> <b>Participating &amp; Contributing</b>		<b>Question</b> To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, contemplation Seek to know more, gain knowledge
<b>Excellence</b> <b>Hiranga Ake</b>	<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>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Reflection</b> Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude
<b>Acceptance</b> <b>Ngāwaritia</b>	<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>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Resilience</b> Never give up Risk takers Not being afraid to fail Bounce back
<b>Creativity</b> <b>Hinengaro</b> <b>Auaha</b>	<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>	<b>Key Competency:</b> <b>Thinking</b>		<b>Curiosity</b> <i>'I wonder?'</i> - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge
<b>Honesty</b> <b>Whakawhirinaki</b>	<i>"I tell the truth"</i> <i>"I show honest endeavour"</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>	<b>Key Competency:</b> <b>Thinking</b>		<b>Mindful</b> Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings



## CULTURAL DIVERSITY AND MĀORI 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, Te Reo and Kapa Haka
- Staff development through
  - Kāhui Ako
  - partnership with local iwi
  - Akatea
  - MAC
- Culturally Responsive Pedagogy

The principles of Te Mātaiaho, Te 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 2025: 55% of NSS students identified as Māori.



# NORTH STREET SCHOOL STRATEGIC PLAN 2025-2028

## Improving Student's Learning and Achievement

- **Curriculum Access & Achievement**
  - Ensure all students successfully access *Te Mātaiaho*, evidenced by achievement in Reading, Writing, and Mathematics.
- **Curriculum Support Programmes**
  - PLD in Mathematics with Cognition.
  - Identify and support target and priority learners in Literacy and Numeracy.
  - Appoint structured literacy facilitators.
  - Provide STEAM opportunities in Science, Technology, Engineering, Mathematics, and Art.
  - Implement new curriculum with enabling and extension opportunities.
- **Inquiry & Key Competencies**
  - Drive student and teacher inquiry through Key Competencies and Aotearoa Histories.
  - Scaffold and enhance students' use of 'Backpack


## Delivering a Quality Learning Environment

- **Learning Programmes & Teaching Delivery**
  - Review and develop whole-school behaviour management through PB4L, values, KCs, mission, and vision.
  - Continue *Philosophy for Children (P4C)* school wide.
  - Develop Tier 2 PB4L interventions to support students.
  - Integrate and reflect on technology use in learning.
  - Foster collaborative teaching and best practice with Curriculum Leads.
- **Community & Cultural Engagement**
  - Strengthen family and whānau partnerships, embracing cultural diversity (*Whakawhanaungatanga*).
  - Develop a cultural narrative linked to *whenua* and local *tikanga* (*Whakawhanaungatanga*).
- **Enrichment & Digital Competency**
  - Provide enrichment in Sport, Arts, Music, Dance, Pacifica, Technology, and Culture.
  - Upskill students and staff in digital competency, including AI

## School Organisation and Structure

- **Property**
  - Action the 5 - 10 year property plan.
  - Develop outdoor learning spaces, adding new equipment to the senior playground and *Air Time* basketball hoops to courts
  - Cover court between RT and Tam; replace/paint concrete.
  - Install PB4L signage/posters schoolwide, tailored to year levels.
  - Develop innovative learning environments based on research.
  - Implement cyclical maintenance (painting, replacing orange aluminium windows and doors).
  - Invest in furniture for modern learning environments.
  - Transform the library into a modern learning hub with STEAM areas.
  - Renovate the admin block and hall (update doors, glaze/tint windows, modernise PE shed).
  - New Pool fencing.
- **Health & Safety**
  - Ensure students are healthy, connected, and supported.
  - Promote active and healthy lifestyles for *tamariki*.
  - Collaborate with *Kāhui Ako* and the community on shared achievement

	<p>for Learning' principles.</p> <ul style="list-style-type: none"> <li>● <b>Special Education Provision</b> <ul style="list-style-type: none"> <li>○ Support students with special needs to progress in the Curriculum and fully participate in school and community life.</li> </ul> </li> <li>● <b>Māori Student Achievement</b> <ul style="list-style-type: none"> <li>○ Implement NSS Māori Strategic Plan across the curriculum.</li> <li>○ Review Māori Student Achievement Data Termly to improve engagement and success as Māori.</li> <li>○ Develop and implement <i>Kauwhatatanga</i> initiatives.</li> </ul> </li> <li>● <b>Student Achievement Goals</b> <ul style="list-style-type: none"> <li>○ Focus on accelerating achievement in Mathematics and Literacy.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● challenges.</li> <li>● Provide teachers with adequate learning and admin support for systems and processes</li> <li>● Implement performance management through the professional growth cycle.</li> <li>● Conduct yearly arborist maintenance for trees.</li> <li>● Update pool fencing and surroundings.</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● Allocate budgets for resources, professional development, and operational costs.</li> <li>● Maintain sustainable funding to support the school's strategic direction.</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>● Maintain ongoing review of curriculum and programmes.</li> <li>● Review the professional growth cycle to meet teacher and learner needs.</li> <li>● Regularly evaluate school values and vision for relevance.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Strengthen educational awareness through regular updates and termly Whānau hui.</li> </ul>
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2025			
 <b>Tangata</b>	<b>Students, staff and whanau, thrive in an inclusive learning environment and culture.</b>	<b>Targeted Support &amp; Inclusive Development</b> <ul style="list-style-type: none"> <li>Cohorts of students at risk of not thriving are identified and supported through innovative, tailored initiatives to enhance their learning and wellbeing.</li> <li>All stakeholders, including whānau, iwi, staff, and students, play an active role in the development and planning of learning, the school environment, and culture.</li> <li>Establish and maintain an authentic, sustainable partnership with mana whenua to ensure their voices, values, and aspirations are embedded in the school's direction (1.1 Kāhui Ako A/C).</li> </ul>	<div> <div> <b>OBJECTIVE 1</b>  <b>LEARNERS AT THE CENTRE</b>  Learners with their whānau are at the centre of education </div> <div> <b>OBJECTIVE 5</b>  <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b>  New Zealand education is trusted and sustainable </div> </div>
	<b>A pedagogically rich curriculum informs the learning programmes of all students.</b>	<b>Cultural Competencies &amp; Localised Curriculum</b> <ul style="list-style-type: none"> <li>Cultural competencies guide the development of a localised curriculum, ensuring Te Tiriti o Waitangi principles are meaningfully and authentically integrated across all learning areas.</li> <li>The Professional Learning Plan (PLP) is designed and implemented to support teachers in understanding and contributing to the development of the localised curriculum.</li> <li>Kaitiaki with deep knowledge of our ākonga lead strategies to improve teaching practice, strengthen relationships, and build the capabilities of others (1.3, 1.6, Kāhui Ako A/C).</li> </ul>	<div> <div> <b>OBJECTIVE 4</b>  <b>FUTURE OF LEARNING AND WORK</b>  Learning that is relevant to the lives of New Zealanders today and throughout their lives </div> <div> <b>OBJECTIVE 3</b>  <b>QUALITY TEACHING AND LEADERSHIP</b>  Quality teaching and leadership make the difference for learners and their whānau </div> </div>
	<b>The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS</b>	<b>Authentic Learning &amp; Community Integration</b> <ul style="list-style-type: none"> <li>Learning programmes incorporate the local environment in meaningful ways, providing authentic, place-based learning experiences (eg, native walkway planting).</li> <li>Strong partnerships with local communities, iwi, and hapū are developed to enrich student learning and strengthen cultural connections.</li> <li>The school environment will increasingly reflect Aotearoa's bi-cultural heritage, with initiatives such as the development of a Waharoa in partnership with iwi.</li> </ul>	<div> <b>OBJECTIVE 2</b>  <b>BARRIER FREE ACCESS</b>  Great education opportunities and outcomes are within reach for every learner </div>