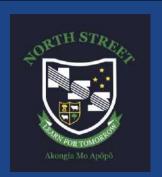
## **North Street School Charter 2025**



"Akongia mō āpōpō – Learn for Tomorrow."

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### **North Street School 2025**

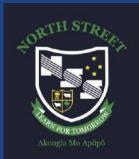
#### **About North Street School:**

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

ZORTH STREET	North Street School Reach Values				
Akongla Mo Apôpô	Respect Whakaute	"I share my ideas" "I ask others to join in with my learning" "I talk about my learning" "I include others"	Key Competency: Participating & Contributing		Question To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, contemplation Seek to know more, gain knowledge
	Excellence Hiranga Ake	"I am keen to learn" "I have a can-do attitude" "I can set my own goals" "I can make a plan to help with my learning" "I set myself high standards"	Key Competency: Managing Self		Reflection Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude
	Acceptance Ngāwaritia	"I love challenges" "I try to lead others and show the way" "I search for people I can follow to be an even better learner" "I can learn by working hard on my own"	Key Competency: Managing Self		Resilience Never give up Risk takers Not being afraid to fail Bounce back
	Creativity Hinengaro Auaha	"I think creatively" "I think about all the possibilities" "I show my thinking using language and symbols" "I share my thinking and learning in words and numbers"	Key Competency: Thinking		Curiosity  'I wonder?' - having wonderings
	Honesty Whakawhirinaki	"I tell the truth"  "I show honest endeavour"  "I am honest to myself and my learning"  "I am self-aware"  "I am responsible for my own thoughts and actions"	Key Competency: Thinking		Mindful 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.

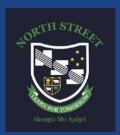
We achieve this through:

- 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**

<b>Improving</b>	<b>Student's Learning</b>	and
	Achievement	

### Delivering a Quality Learning Environment

# School Organisation and Structure

#### 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

# **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

#### **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

for Learning' principles.

#### • Special Education Provision

 Support students with special needs to progress in the Curriculum and fully participate in school and community life.

#### Māori Student Achievement

- Implement NSS Māori Strategic Plan across the curriculum.
- Review Māori Student Achievement Data Termly to improve engagement and success as Māori.
- Develop and implement Kauwhatatanga initiatives.

#### Student Achievement Goals

 Focus on accelerating achievement in Mathematics and Literacy.

- challenges.
- Provide teachers with adequate learning and admin support for systems and processes
- Implement performance management through the professional growth cycle.
- Conduct yearly arborist maintenance for trees.
- Update pool fencing and surroundings.

#### **Finance**

- Allocate budgets for resources, professional development, and operational costs.
- Maintain sustainable funding to support the school's strategic direction.

#### **Evaluation**

- Maintain ongoing review of curriculum and programmes.
- Review the professional growth cycle to meet teacher and learner needs.
- Regularly evaluate school values and vision for relevance.

#### **Community Engagement**

 Strengthen educational awareness through regular updates and termly Whānau hui.

#### 2025 Students, staff and **Targeted Support & Inclusive Development** Cohorts of students at risk of not thriving are identified and whanau, thrive in an supported through innovative, tailored initiatives to enhance their inclusive learning **LEARNERS AT** learning and wellbeing. THE CENTRE environment and All stakeholders, including whānau, iwi, staff, and students, play **Tangata** Learners with their whanau are culture. an active role in the development and planning of learning, the at the centre of education WORLD CLASS school environment, and culture. **INCLUSIVE PUBLIC EDUCATION** Establish and maintain an authentic, sustainable partnership with New Zealand education mana whenua to ensure their voices, values, and aspirations are is trusted and sustainable embedded in the school's direction (1.1 Kāhui Ako A/C). A pedagogically rich **Cultural Competencies & Localised Curriculum** Cultural competencies guide the development of a localised curriculum informs the curriculum, ensuring Te Tiriti o Waitangi principles are learning programmes Ako meaningfully and authentically integrated across all learning **FUTURE OF LEARNING** of all students. AND WORK areas. Learning that is relevant to th The Professional Learning Plan (PLP) is designed and lives of New Zealanders today **QUALITY TEACHING** implemented to support teachers in understanding and and throughout their lives AND LEADERSHIP contributing to the development of the localised curriculum. Quality teaching and leadership make the difference for Kaitiaki with deep knowledge of our akonga lead strategies to learners and their whanau improve teaching practice, strengthen relationships, and build the capabilities of others (1.3, 1.6, Kāhui Ako A/C). The local physical **Authentic Learning & Community Integration** Learning programmes incorporate the local environment in environment, and meaningful ways, providing authentic, place-based learning community, enhance Whenua experiences (eg, native walkway planting). **BARRIER FREE** learning, and honours **ACCESS** Strong partnerships with local communities, iwi, and hapū are the bi-cultural context Great education opportunities developed to enrich student learning and strengthen cultural and outcomes are within of NSS connections. reach for every learner The school environment will increasingly reflect Aotearoa's bicultural heritage, with initiatives such as the development of a Waharoa in partnership with iwi.