



# ŌRĀKEI SCHOOL

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Charter  
2019 - 2021

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## ORAKEI SCHOOL

Ōrākei School's charter clearly sets out the Board's aims and actions to improve student achievement. The charter is clear and concise, and allows parents whanau and the community to easily understand and engage with the school's vision and values.

Ōrākei School overlooks the Waitemata harbour and is located in close proximity to Auckland's commercial district. Close historical and cultural links exist with Ngati Whatua Ōrākei. With a roll of approximately 350 students our school places great emphasis on engaging our community, providing a welcoming and inclusive environment and creating a 'family' atmosphere.

Ōrākei School acknowledges the principles of the Treaty of Waitangi, the bi-cultural foundations of Aotearoa New Zealand and the ahi kaaroa (long relationship with the land) of Ngati Whatua Ōrākei. All students have the opportunity to acquire knowledge of Te Reo and Tikanga.

We are a school committed to meeting the needs of all our students in an inclusive and encouraging environment. We have a commitment to a 'resolution of one' teaching philosophy where students are aware of their learning journey and next steps.

We aim to be a school that meets the needs of our diverse community and embody our vision of **'Nurturing Excellence'**.



## 1. VALUES

FIVE CORE VALUES		SUPPORTING STATEMENTS
	<b>RESPECT /</b> Whakaute	Self Others Community Environment
	<b>INQUIRING MINDS</b> /Pākihi Hinengaro	Communicative Love of Learning Problem Solvers Critical thinkers Reflective
	<b>SELF-BELIEF</b> /Tōku whakapono	Confident Sense of Purpose Proud of whom we are Resilience Courage Authenticity
	<b>EXCELLENCE</b> /Kairangi	High Expectations Aspiring Achieving Perseverance
	<b>CREATIVITY</b> /Auahatanga	Imaginative Thinkers Individuality Dream and Explore Expressive

## 2. VISION: NURTURING EXCELLENCE

Our vision embodies who we are. Our school encourages the pursuit of excellence through effort and provides a nurturing and collaborative environment to enable this. It is through our values that we recognise and reward students for successes that they achieve academically, culturally and in their contribution to our school.



### EXCELLENCE IN OUR STAFF

#### Orakei School Best Practice

To provide support and direction so we can build the capability of staff to deliver 'best practice' in all areas.

### EXCELLENCE IN OUR STUDENTS

#### Meeting their academic potential

All students are engaged with the New Zealand Curriculum as evidenced by achievement in relation to their expected curriculum level and depth of engagement.

### EXCELLENCE IN OUR LEARNING ENVIRONMENT

#### Maintaining and emphasising what makes us unique

To ensure that we are maintaining our special character (Milieu) and meeting the needs of our community.

### 3. STRATEGIC FOCUS AREAS: 2019 - 2021

1. Nurturing Excellence in Staff		
2019	2020	2021
<ul style="list-style-type: none"> <li>• Orakei School Curriculum – Best Practice @ 90%</li> <li>• Learning Culture :Team work/ collaboration/ Code of Conduct / school values/ Induction</li> <li>• Professional Development: SchoolTalk, Takina</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orakei School Curriculum – Best Practice @ 95%</li> <li><input type="checkbox"/> Learning Culture :Team work/ collaboration/ Code of Conduct / school values/ Induction</li> <li><input type="checkbox"/> Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orakei School Curriculum – Best Practice @ 95%</li> <li><input type="checkbox"/> Learning Culture :Team work/ collaboration/ Code of Conduct / school values/ Induction</li> <li><input type="checkbox"/> Professional Development.</li> </ul>

  

2. Nurturing Excellence in our Students		
2019	2020	2021
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Achievement 90% Maths, 80% Writing</li> <li><input type="checkbox"/> Educationally powerful connections: Home/school partnerships and communications</li> <li><input type="checkbox"/> Celebrating and embracing our learners: cultures, backgrounds, prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Achievement 94% Maths, 85% Writing</li> <li><input type="checkbox"/> Educationally powerful connections: Home/school partnerships and communications</li> <li><input type="checkbox"/> Celebrating and embracing our learners: cultures, backgrounds, prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Achievement 94% Maths, 90% Writing</li> <li><input type="checkbox"/> Educationally powerful connections: Home/school partnerships and communications</li> <li><input type="checkbox"/> Celebrating and embracing our learners: cultures, backgrounds, prior knowledge</li> </ul>

  

3. Nurturing Excellence in our Learning Environment		
2019	2020	2021
<ul style="list-style-type: none"> <li>• Wellbeing, satisfaction levels @ 90%</li> <li>• Montessori and Rumaki Reo</li> <li>• Property: New buildings/ learning areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wellbeing: satisfaction levels @ 95%</li> <li><input type="checkbox"/> Montessori and Rumaki Reo</li> <li><input type="checkbox"/> Property: New buildings/ learning areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wellbeing: satisfaction levels @ 95%</li> <li><input type="checkbox"/> Montessori and Rumaki Reo</li> <li><input type="checkbox"/> Property: New buildings/ learning areas</li> </ul>

## 4. 2019 ANNUAL ACTION PLAN

SLT = Senior Leadership Team (includes Principal), BoT = Board of Trustees (includes Principal)



### EXCELLENCE IN OUR STAFF

#### **Continue to develop the Ōrākei School AKO model for teaching and learning**

To provide support and direction so we can build the capability of staff to deliver 'accelerated learning' for students in all areas and increase learner agency

### EXCELLENCE IN OUR STUDENTS

#### **Have clear and visible learning progressions that students use to develop agency over their learning that identifies their current learning step and their next step**

Develop systems to engage and create educationally powerful connections with our parents and learning community that focus on them understanding the achievement of their child

### EXCELLENCE IN OUR LEARNING ENVIRONMENT

#### **Maintaining and emphasising what makes us unique**

To ensure that we are maintaining our special character (Milieu) and meeting the needs of our community.

To continue to develop our learning environment to meet the needs of all

## 4a 2019 ANNUAL ACTION PLAN

### Nurturing Excellence in Staff

1.1 Orakei School Curriculum – Best Practice	When	Who	Budget	Expected Result
<b>i Effective Pedagogies:</b> Continue to review and amend the Orakei School Curriculum documentation to ensure effective pedagogies and our Teaching and Learning model.	All year	SLT Teachers	-	Teachers will have a ‘go to’ document on which to base their pedagogy. Consistency and effectiveness of pedagogy will continue to improve in pursuit of best practice.
<b>ii Learner Agency:</b> Have clear and visible learning progressions that enable both student and teacher to see current ability and next steps.	All year	SLT In-School CoL leaders Teachers Students	-	Students will have greater ownership of their learning pathways and will be able to clearly identify and share their current and next stages of learning. Students will be increasingly capable of providing evidence for the success criteria and aware of how to self-assess.
<b>iii Learning Process:</b> A visible and embedded Learning Process underpinned by SOLO, which can support understanding within curriculum level.	All year	SLT Teachers Students	-	Students will be able to articulate the ‘Learning Process’ and be aware of their position within the curriculum level. The learning pit will be explored and ways to get out of it will be taught.
1.2 Learning Culture :Team work/ collaboration/ Code of Conduct /school values/ Induction	When	Who	Budget	Expected Result
<b>i</b> Regular meetings for Learning Leaders and Senior Leadership Team (SLT) with Principal to review school culture and shared expectations.	Weekly	Learning Leaders SLT	-	A shared culture of learning and expectation will be promoted through regular meetings and discussions. Our cultural capital will be discussed and collectively, we will offer solutions to deal with situations in a way that aligns with our shared understanding of ‘how we do things here’.
<b>ii</b> Learning Leaders to monitor consistency through collaboration in our ILE (Innovative Learning Environments).	Weekly	Team Leaders Teachers	-	The quality of instruction and learning opportunities will be consistent across the learning hubs. Teams will work in collaboration to promote maximum engagement and similar expectations between each room. A digital space will be available to support this collaboration.

1.3 Professional Development	When	Who	Budget	Expected Result
i School wide development on digital literacy tools and systems	All year	C.O.L	Funded	Through our C.O.L. we will be provided with on-going PD in the pursuit of our shared goals.
ii Te Roopu Pouwera Community Of Learning – Professional Development	All year	C.O.L	Funded	Through our C.O.L. we will be provided with on-going PD in the pursuit of our shared goals.
iii Orakei School teaching and learning principles sustained. In-class support programme to align teacher pedagogy with the school teaching and learning process model.	Twice termly	SLT Teachers	-	We will have robust systems to sustain our learning from previous professional development so that all staff, new and current, will be able to understand the principles behind our best practice and teaching and learning model and action these. Teachers will be exposed to deep questioning and feedback on their pedagogy and be coached by their peers. ‘Why we are doing what we are doing?’.
iv Targeted development.	Twice termly	SLT Teachers	-	We will have systems in place to target individual learning needs for teachers based on in-class support and observations. This may include further study.

## 4b 2019 ANNUAL ACTION PLAN

### Nurturing Excellence in our Students

2.1 Student Achievement	When	Who	Budget	Expected Result
i Our students' achievement in numeracy and literacy will be a priority focus and taught as part of a balanced and varied curriculum	All year	All	-	Percentage of At and Above standard students are required to be at 90% Maths and 80% Writing
ii The learning needs of all students will be met to the best of our ability.	All year	All	-	Teachers will be providing a differentiated programme that is targeted to each child's learning needs. Minute by minute assessment will allow for fluidity in groupings to more effectively target learning needs.
iii <b>Learner Agency:</b> Have clear and visible learning progressions that enable both student and teacher to see current ability and next steps.	All year	SLT Teachers Students	-	Students will have greater ownership of their learning pathways and will be able to clearly identify and share their current and next stages of learning. Students will be increasingly capable of providing evidence, have an awareness of self-assessment and communicating the next step in their learning.
iv Student success celebrated.	All year	All	-	Students will be acknowledged for their effort over achievement. We will celebrate progress both publicly and individually. Students will be proud of what they have achieved.

2.2 Educationally powerful connections: Home/school partnerships and communications	When	Who	Budget	Expected Result
i Transition to and from school: Building relationships with preschools and high schools.	All year	Pre Schools High schools SLT	-	Strong relationships between our school and pre-school/high school will be continued to support the learning of each child. These relationships will have a learning focus that fosters collaboration and connection for our students and teachers and one where students understand their strengths and transition to high school with an understanding of how they learn best
ii Offer regular learning opportunities for parents school-wide.	One open afternoon per team / per term	Learning teams Parents SLT support	-	Parents will be engaged in the learning journey of their children by having a better understanding of what they are learning through the use of the SchoolTalk tool. As parents, they will be able to support this learning at home by understanding the daily learning of their child. Parents will be more confident which will hopefully create a higher level of engagement at school and with their child's learning. Parents will support teachers as part of Hub Floor Parent Support group.
iii Continue with clear and effective communication lines including consultation and engagement for better learning outcomes.	All year	SLT Office Teachers	Comms platform costs	Parents are kept well-informed of what is happening in the daily life of their child and our school. Greater engagement and participation will be evident. The more knowledge parents have, the more informed their feedback will be. Continued input from community groups as to what further engagement opportunities they would like and how they would like this to happen.  A sustained model will be in place to ensure future contributions and that parents feel they are listened to.

2.3 Celebrating and embracing our learners: cultures, backgrounds, prior knowledge	When	Who	Budget	Expected Result
i Implement the principles for successful cultural education strategies.	All year	All	-	From advice and resources we will be supported to adopt successful strategies to ensure we are acknowledging the cultural requirements of our students. Using cultural competency frameworks to modify practice to ensure all students achieve their potential.
ii Continue to re-fine systems, process and events to create bi-cultural environments	All year	All	-	Orakei School will be seen as a bi-cultural learning environment by our students, families and community. Teachers will be supported through regular opportunities to develop their knowledge and use of Te Reo Maori in the class and hub environments.
iii Regularly consult with parents and community to see if we are meeting the cultural needs of their children.	Termly	SLT BoT	-	Parents will provide direct feedback to our school so that we can respond and refine accordingly.
iv Embrace all cultures with celebration days, iconography and artwork throughout the school on their specific celebration day	All year Inter-national Day in Term 3	SLT Teachers Parents	-	All students will feel valued, accepted and celebrated within our school environment.

2.4 Te Tiriti o Waitangi Principles: Partership between Mana Whenua and the school	When	Who	Budget	Expected Result
i Orakei School will acknowledge the principles of the Treaty of Waitangi, the bicultural foundations of Aotearoa New Zealand and the ahikaaroa (long relationship with the land) of Ngati Whatua Orakei. All students have the opportunity to acquire knowledge of Te Reo and Tikanga, particularly Ngati Whatua Orakei and their history.	All year	Principal Maori Advisory Committee (MAC) Whai Poutama	-	Continued close relationship with Ngati Whatua Orakei through learning experiences, activities and visits which utilise their expertise and resources. Embracing of Maori culture through supporting the Tikanga of Ngati Whatua Orakei, Te Reo, Kapahaka performance and the display of Maori iconography and artwork throughout the school.
ii Support the the growth of knowledge of children in regard to the history of Ngati Whatua Orakei by incorporating Ngati Whatua historical accounts and stories within the curriculum where appropriate by topic so children have an understanding of the relationship of Ngati Whatua Orakei to this place.	All year	Principal Teachers Maori Advisory Committee (MAC) Whai Poutama	-	Continue to teach Ngati Whatua history where-ever it can be appropriately placed as a means of children understanding the history and relationship of Ngati Whatua to Orakei and Auckland, and in a larger sense understanding the concept of mana whenua/tangata whenua and ahi kaa.

## 4c 2019 ANNUAL ACTION PLAN

### Nurturing Excellence in our learning environment

3.1 Well-being	When	Who	Budget	Expected Result
i Review Wellbeing processes and implement recommendation to monitor and respond to student wellbeing and bullying prevention.	Term 1 and Term 3	CoL In-School Leaders		We will have information gathering and tracking methods in place which will then allow us to respond accordingly. We will strategically use 'student voice' to monitor levels of acceptance, inclusion and wellbeing. We will see the satisfaction levels of students as prescribed in the Wellbeing survey increase to 80%
ii Continue to offer new and engaging opportunities.	All year			We will see all students engaged in extra learning options which will offer them further opportunities to be successful and enhance their sense of belonging.
iii PB4L	All year			PB4L strategies and systems will be embedded throughout our school. Our teachers will all be modelling this philosophy. A clear and consistent flow chart will be created and embedded. This will support teachers and staff in dealing with behaviors non conducive to learning in a consistent and fair manner.
3.2 Meeting the needs of our community:	When	Who	Budget	Expected Result
i Rumaki Reo: Monitor and plan accordingly for roll growth. Provide external expertise and support for the educators within these specialist rooms. Continue to develop authentic learning opportunities.	All year process	BoT SLT Project Manager MOE	tbc	We will provide a learning environment that is authentic to best practise Rumaki Reo , guided by the principles of tikanga maori, and governed by the 'accountabilities and Imperatives' defined within 'Whakapumautia, Papakowhaitia, Tau ana- Grasp, Embrace and Realise' Ministry of Education document. Complete the strategic planning documents.
ii Montessori: Monitor and plan accordingly for roll growth. Provide external expertise and support for the educators within these specialist rooms. Continue to develop authentic learning opportunities.	All year	BoT SLT MOE MAC Montessori education experts	-	We will provide a learning environment that is authentic to the Montessori philosophy, guided by the principles of the Montessori Curriculum and MJ2X (Montessori journey to excellence)

3.3 Property	When	Who	Budget	Expected Result
i Health and Safety hazard register continentally reviewed.	Term 1-2	BoT SLT	-	We will have a working document that can be referred to on a regular basis to monitor and address safety concerns.
ii Current buildings will be maintained and rectified where required.	All year	SLT Property Manager	As required	Our students will be able to learn in safe and fit for purpose learning environments.
iii 10YPP consultation process and funding decisions for 5YA	All year	BoT SLT Project manager  10YPP consultant	tbc	With support from an external consultant, our school will create a 10YPP in-line with MOE process to make effective use of our scheduled 5YA funding. This will include a school wide Condition Assessment Report.

## **CONSULTATION DATES:**

Board Consultation	February 2019
Staff Consultation	On-going
Maori Whanau Hui	On-going
Community Consultation	On-going 2019

(This will comprise of three meetings focusing on the three core aspects of our charter. Term 2 Nurturing Excellence in Staff, Term 3 Nurturing Excellence in our Students, Term 4 Nurturing Excellence in our Environment. All parents are invited to all meetings).

Throughout the year our Board will also requests feedback through surveys to our parents.

## **ACRONYM KEY:**

asTTle: Assessment Tools for Teaching and Learning

BOT: Board of Trustees

DP: Deputy Principal

ELL: English Language Learners

ESOL: English for Speakers of Other Languages OTJ: Overall teacher Judgement FOS:

Friends of Orakei School

G+T: Gifted and Talented

ILE: Innovative Learning Environment.

MAC: Maori Advisory Committee

MOE: Ministry of Education

MU: Management Unit

NAG: National Administration Guidelines

NEG: National Educational Guidelines

PB4L: Positive Behaviour for Learning

PLC: Professional Learning Community/ Conversations

RTLb: Resource Teacher and Learning Behaviour

SENCO: Special Educational Needs Co-ordinator

SLT: Senior Leadership Team

