

# Charter

2023

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Collaborative Practice Belief Statement

*Curiosity - Wairua auaha*

*Excellence - Hiranga*

*Community - Hapori*

*Resilience - Manawaroa*

## Description

Prebbleton School Te Kura o Taumata Kuri is a state, full primary school on the urban fringe of Christchurch City. The school is situated in the Selwyn District and in the Selwyn Electorate. Our proximity to the city allows various interactions with city resources while keeping strong contact with neighbouring schools in the Selwyn/Ellesmere District.

The roll continues to grow with much of the surrounding land being converted into residential subdivision. Over the last 20 years the school has grown from a six teacher school of 170 pupils to a school of 520 and 42 staff members. Projections indicate ongoing growth of the school roll to 580 students in the near future. The Prebbleton community has also changed significantly both in size and structure.

There are strong community links both from the parent body and the wider community. This is reflected in traditional school events such as fund-raising events, Sports days, Expo Days and Productions in which the wider community takes an active role. The school also has an important part to play in the life of the community in general. This is observed at the local remembrance service on ANZAC Day when the student school leaders take an active role in the programme. Our enviro students regularly organise litter pick-ups and planting in local parks and areas, and we share a vegetable garden with the neighbouring kindergarten.

2007 marked the school's 150<sup>th</sup> celebration. The strength of the schools' community involvement was demonstrated by the turnout and involvement of many people including many ex-students, staff and board members. 165 years and still going strong is something we are all very proud of – Prebbleton School Te Kura o Taumata Kuri is one of the oldest continuously operating schools in Canterbury and New Zealand.

Major ongoing building and grounds development has been a feature of the school over recent years. This has included the construction of a school hall, a four classroom modern learning space (Awa), in 2014 a major building project was completed in the form of an eight classroom, two-storey block (Moana). At the end of 2015 a large deck was constructed alongside the four oldest classrooms (Manu), with wide doors and shade sails included. In 2019 a redevelopment project of Rākau block remodelled the classrooms into flexible learning spaces. In 2020 the building of a six-classroom, two storey, flexible learning environment (Maunga) was completed. A four classroom block (Roto) opened early in 2023. The Library has been relocated to Manu, to make way for an expanded staffroom redevelopment completed in 2021, with the existing staffroom becoming a staff workroom and Board meeting room (Ruma Mahi).

The school is organised into four teaching teams -Team 1 & 2, Team 3 & 4, Team 5 & 6 and the Intermediate Hub (Team 7 & 8). An emphasis is placed on co-operative and collaborative teaching that involves shared learning spaces, collaborative team-teaching styles, individualised and self-directed learning.

The school has access to helping agencies for assistance in student health and wellbeing. This includes access to the Public Health service, Leeston cluster RTLb, Mana Ake, MoE learning support service and speech language therapists. We engage a social worker of our own for one day per week, which is board-funded and freely available to learners and whānau. Technology for Year 7 & 8 is accessed through Lincoln Primary School Technology Centre and strong sporting links are established with the other schools in the local area. There continues to be growing involvement with greater Christchurch activities such as basketball and sports tournaments for senior students. The school is a member of the Ngā Matapuna o Ngā Pākihi Kāhui Ako Community of Learners.

# Personnel 2023

## Board

Simon Thompson	Presiding Member
Kim Alexander	
Richie Cawthorn	
Naomi Crawford	
Owen Flattery	
Bronwyn Hunter	
Mandy Liu	

## Staff

### Senior Leadership Team

Kim Alexander	Principal
John Russell	Deputy Principal
Alli Williams	Deputy Principal
Jo Neal	Team Leader
Jodie Craig	Team Leader
Hannah Thomas	Team Leader
Richie Cawthorn	Team Leader

### Teaching Staff

Sarah Walls  
Cherie Harris  
Jan Roberts  
Anna McDermott  
Amy Gudgeon

Jess Fotheringham  
Megan Bayley  
Becky Beattie  
Tim Cunneen  
Jo Schumacher  
Pam Ellis  
Julia Lambie  
Steve Simpson  
Chris McDermott  
Bryony Astall  
Vanessa Mansfield  
Hannah Fletcher  
Tina McGregor  
Nicola McGillivray  
Kirsten Noonan

Pip Macdonald  
Liz Lapthorne

### Support Staff

Tegan Thornley  
Sarah Kelso  
Annie Owen  
Gina Cridge  
Janette Leyland  
Karyn Doocey  
Melissa McGregor  
Jodie Taylor  
Sarah Heenan  
Brad Goodall

At Prebbleton School - Te Kura o Taumata Kuri

Our Vision:



**CREATETHINKGROW**

Our Values:



**CREATETHINKGROW**

# Principles

The New Zealand Curriculum sets out 8 principles, which are to underpin decision making and development of the Prebbleton School curriculum:

## Treaty of Waitangi

Prebbleton School Te Kura o Taumata Kuri acknowledges the principles of the Te Tiriti o Waitangi Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- The school has active Senior and Junior Kapa Haka groups. Approximately 100 students belong to the groups. The senior group performs at school and local events, and the Ellesmere and Tūhono Cultural Festivals. Senior students are selected to be the Kapa haka group leaders. The group is taught by Matua Steve with support from Prebbleton staff.
- There is a biennial whānau hui held for parents and whānau of our Māori students. The purpose is to discuss the achievement and educational success of our students identified as Maori, and to address the school's commitment and honouring of te āo Māori, culture and tikanga.
- All children will learn a basic level of tikanga and te reo Māori at Prebbleton School. The school policy 'Recognition of Cultural Diversity' includes a statement of response for any parents who may request further levels of Māori language teaching. In 2022 the Years 5-8 classes have a student achievement target in the area of te reo Māori.
- Reports to the Board of Trustees on student achievement include a separate analysis of Māori student achievement, where practicable and not likely to unavoidably identify a child due to small group size. The progress and achievement of Māori, Pasifika and other priority learners is tracked and monitored closely.
- Building and room names are in te reo Māori, and identified by natural elements.
- Most of the school's signage is bilingual.
- The school's Māori name; Te Kura o Taumata Kuri, was gifted to us by the Kaumatua of Te Taumutu, our local Runanga.
- Our four school values are bilingual
- The school has policies on 'Improving Educational Outcomes for Maori Students', and 'Recognition of Cultural Diversity'
- In 2017 the school introduced a Whānau Group for our Māori students, to come together for participation and activities, embracing the concepts of Ka Hikitia.
- There is a leadership position for two Cultural Student Leaders, and a teacher leadership position (Unit) for leading Kapa Haka and Whānau areas.
- Staff professional development and student learning experiences are well supported through involvement with Te Taumutu Runanga
- Since 2019 a staff leadership position (Kāhui Ako WSL role) has been provided for the strengthening and further development of cultural responsiveness practice and capabilities in our school
- New families are welcomed in a mihi whakatau ceremony at the start of each term

## High Expectations

Prebbleton School Te Kura o Taumata Kuri has developed a curriculum which supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. The Board provides staffing and resources to support extra programmes of learning support and extension for a range of students. A Learning Support register, GaTE register, and Māori & Pasifika registers are maintained. The school has a school-wide student recognition

programme which includes certificates and badges focussed on our values. A 'Prebbleton Pathway' dispositions development programme is being trialled for implementation in 2022. One of the school's four values is Excellence. The parent community is one that has high expectations that children will achieve success through stimulating and engaging learning programmes.

### **Inclusion**

Prebbleton School Te Kura o Taumata Kuri has endeavoured to develop a curriculum which is non-sexist, non-racist, and non-discriminatory; which ensures that students' identities, languages, abilities, and talents are recognised and affirmed, and that their learning needs are addressed.

### **Learning to Learn**

Prebbleton School Te Kura o Taumata Kuri has developed a curriculum which encourages all students to reflect on their own learning processes and to learn how to learn. Formative assessment practices are used, and teachers include regular individual student goal setting as part of teaching and learning programmes. Learning intentions and success criteria are a regular part of lesson structure. We aim for students to have ownership of their learning, to be self-regulating, including knowing and understanding what they need to do to achieve next steps in curriculum learning area levels.

### **Community Engagement**

Prebbleton School Te Kura o Taumata Kuri has developed a curriculum which has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and community. Parents are active participants in the daily school life. Levels of voluntary help from parents are high. The parent community is regularly consulted and informed through newsletters, alerts/notifications, surveys, parent meetings, open forums, information evenings, and social activities. Parent/student learning conferences are held at least once each year, and parents receive written reports on their children's progress at least twice yearly, through our online student management system; Hero. Our school website is updated regularly and contains relevant and helpful information. The school has an active and vibrant PTA, which meets monthly.

### **Coherence**

Prebbleton School Te Kura o Taumata Kuri has developed a curriculum plan which offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. The foundation for our learning model is our 4 school values: *Curiosity - Wairua auaha; Excellence – Hiranga; Community – Hapori; Resilience – Manawaroa*, and our vision statement: *'Create, Think, Grow'*. A 'Prebbleton Pathway' dispositions development programme is being trialled for implementation in 2022. One of the school's four values is Excellence.

### **Future Focus**

Prebbleton School Te Kura o Taumata Kuri has endeavoured to develop a curriculum which encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

### **Cultural Diversity**

Prebbleton School Te Kura o Taumata Kuri will develop a school programme that reflects New Zealand's cultural diversity, and values the histories and traditions of all people. Priority will be placed on including aspects of the school's proud local history, and recognition of the cultures represented within the school community. This forms part of our school Strategic Plan. The school has a policy on 'Recognition of Cultural Diversity'. The new Aoteroa NZ Histories strand of the curriculum is being introduced and implemented in 2022.

# Recognising New Zealand's Cultural Diversity

Prebbleton School Te Kura o Taumata Kuri, as appropriate to its community, has developed procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

In recognizing the unique position of the Māori culture, Prebbleton School will take steps to provide appropriate instruction in tikanga and te reo Māori for all students.

The school staff and Board recognise the Treaty of Waitangi Te Tiriti o Waitangi as an integral part of our curriculum and school wide planning and service delivery. The board recognises the ongoing need for training in relevant aspects of the Treaty of Waitangi at the governance level and endeavours to carry this out regularly.

The board reports to the local Runanga as per their reporting requirements and this includes any objectives requested by our Māori Community. Consultation on the objectives for the schools' charter, our annual and strategic plans occurs regularly.

## Māori Responsiveness Plan

If whānau request a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori teaching and learning programmes, the staff and whānau will discuss and explore the following options:

- Further extend the existing programmes if and as appropriate
- Combine with a neighbouring school for parts of the day / programme
- Dual enrolment with another service provider
- Provide in-school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom
- Explore other schools who may offer more appropriate programmes.
- Other negotiated actions

# Student Achievement Targets 2023

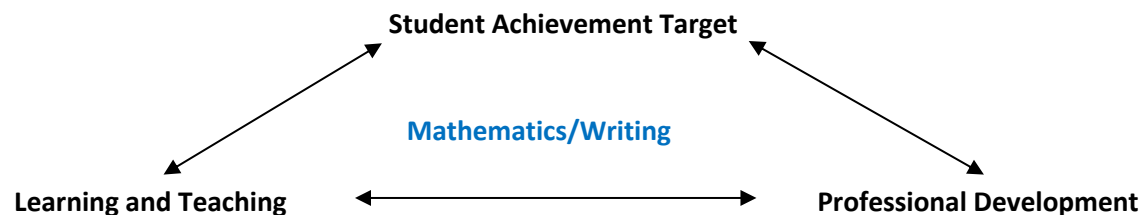
At Prebbleton School Te Kura o Taumata Kuri we set learning goals for every student and review their progress and achievement on an on-going basis. We report to the Board regularly on school-wide achievement and trends (see Annual Plan) across a range of learning areas. We report to whānau and community regularly about student achievement, learning progress and next steps. For 2023 we have set specific student achievement targets in the areas of Mathematics and Reading.

## 2023 Target Focus Areas

Initial achievement data is collected from the most appropriate assessment source, and then goals and action steps for improvements in learning progress are set. The target groups of students are closely monitored throughout the year. Final assessment data is then gathered in Term 4 and an analysis of variance undertaken to measure success against the target set. The analysis of variance is reported in the school's annual report.

The school wide focus areas for 2023 are Mathematics, The Resilience Project, and NZC Refresh.

The below team targets have been set as a focus based on analysis of assessment data, identified needs and discussions with teachers.



## Student Achievement Targets 2023:

### Team 1&2:

Students will make progress in their number knowledge as well as using addition and subtraction strategies, appropriate to their needs and abilities in order to meet their expected level of achievement.

### Team 3&4:

Students will make progress in their learning and retention of number knowledge as well as using addition and subtraction strategies, appropriate to their needs and abilities in order to meet their expected level of achievement.

### Team 5&6:

Students will make progress in their spelling, punctuation and sentence structure, appropriate to their needs and abilities in order to meet their expected level of achievement.

### Team 7&8:

Students will make progress in their number knowledge as well as solving problems involving scales and negative numbers, appropriate to their needs and abilities in order to meet their expected level of achievement. Using number knowledge to add and subtract negative numbers.



## Community of Learning – Kāhui Ako

Ararira Springs Broadfield Ladbrooks Lincoln Primary Lincoln High Springston Prebbleton Tai Tapu & Early Childhood Centres

Prebbleton School is a member of the **Ngā Matapuna o Ngā Pākihi Kāhui Ako/Community of Learning**, which collaborates on various programmes, projects and initiatives.

**Vision:** *Together we are an engaged community of learners*

**Values:** *Aroha, Whanaungatanga, Manaakitanga, Kotahitanga, Tiakitanga, Rangatiratanga*  
(our values are founded in our shared cultural narrative from Te Taumutu Rūnanga)

**Strategic Initiatives:** *Connections, Cultural Responsiveness, Environment and Sustainability, Literacy*

We have a shared kāhui ako Strategic Plan.

We have established a Stewardship Group, which includes representation from the Board members and Principals from our schools and an ECE representative.

In 2017 the first Lead Principals were appointed and the first Achievement Challenges were approved by the Minister of Education.

In 2018 the first Across School (ASLs) and Within School Lead Teacher (WSLs) positions were appointed.

In 2019 work on implementing the achievement challenge focus areas started.

In 2021 we set four new Achievement Challenges, appointed four new ASLs and work continued on these for 2022.

For 2023 we have set four new 2-year focus areas, and appointed the ASLs for each.

We operate with two co-lead principals in a shared leadership role, alternating for two years each.

In 2023 Prebbleton School has three WSL positions, and two staff-members hold Across School Leader positions.

## Annual Plan 2023

# Prebbleton School

*Te Kura o  
Taumata Kuri*



NELPs & Ka Hikitia Focus	Mahi Focus	Who	Term 1	Term 2	Term 3	Term 4
<b>LEARNERS AT THE CENTRE</b> <b>TE WHĀNAU</b>  <b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Student Achievement</b>	Principal DPs, SLT Teachers Board	Set Student Achievement Targets Goal setting with students Hero Assessment Schedule			Targets final A&V
			Registers for Learning Needs, GaTE, M&P, ESOL.  Hero (SMS)	Targets	mid-point review	Registers for Learning Needs, GaTE, M&P, ESOL reviewed.  Reports for Y9 schools
<b>LEARNERS AT THE CENTRE</b> <b>TE WHĀNAU</b>  <b>BARRIER FREE ACCESS</b> <b>TE TANGATA</b>	<b>Curriculum Development</b>	Principal DP, SLT Unit Holders	Curriculum Review Plan  Prebbleton Pathway implement Curriculum Plan Teacher Working Groups  Maths The Resilience Project Te Reo NZC Refresh			
			Schoolwide Concept: Relationships	Schoolwide Context: Structure	Integrated theme: Influence	Integrated theme: Change
<b>BARRIER FREE ACCESS</b> <b>TE TANGATA</b>  <b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>  <b>FUTURE OF LEARNING AND WORK</b> <b>TE TUAKIRITANGA</b>	<b>Special Programmes</b>	Principal SENCO SLT Unit Holders Teachers WSLs	Sports, GaTE, Arts Enviroschool Wellbeing & TRP Mahi Tahi groups Prebbleton Pathway Values/Awards Student Council & Leaders Social Worker 3 x WSL Roles	Mana Ake RTLb RTLit		
			Unit Holder & WSL Annual Plans  Kāhui Ako: Mana Ōrite, Literacy, Mathematics, Our History Our Future			Annual Plans review
<b>LEARNERS AT THE CENTRE</b> <b>TE WHĀNAU</b>  <b>BARRIER FREE ACCESS</b> <b>TE TANGATA</b>  <b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Culturally Responsive</b>	Principal Whānau Leaders Teachers Board	Whānau Group Kapa Haka groups & Tutor Cultural Student Leaders			Tūhono Kapa Haka Festival
			Tracking Māori & Pasifika Achievement ESOL register, ELLP, supports Mana Ōrite WSL	Matariki	Whānau Hui Te Wiki o te Reo Māori	Student Achievement Report
			Years 7&8 International Languages	Chinese Language Week		Diwali
			Te Reo PLD for Staff Cult Narrative & Preb Pathway initiatives Mihi Whakatau	Mihi Whakatau	Mihi Whakatau	Mihi Whakatau
			Te Reo part-time specialist teacher			

<b>LEARNERS AT THE CENTRE</b> <b>TE WHĀNAU</b>  <b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Reporting</b>	Principal SLT Teachers Board	Report to <b>Board</b> 2022 Literacy, Numeracy Report to <b>Board</b> on 2022 SATs AofV Report to <b>Board</b> on 2022 Māori ach.	WSLs progress report to <b>Board</b> Curriculum Plan & Prebbleton Pathway report to <b>Board</b>	SENCO & ESOL report to the <b>Board</b> Reading Specialist reports to the <b>Board</b> Social Worker report to the <b>Board</b>	Student Leaders report to <b>Board</b> Staff PLD report to <b>Board</b>
			Set SATs for 2023			
			Focus areas Annual Plans to <b>Board</b>			Focus areas Annual Plan Reviews to <b>Board</b>
			Initial student/parent feedback form Hero goal-setting and reporting	Learning Conferences		
<b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>  <b>FUTURE OF LEARNING AND WORK</b> <b>TE TUAKIRITANGA</b>	<b>Strategic Plan</b>	Principal Board	Appoint Board Presiding Member  Charter for 2023			
			Current Strategic Plan for Terms 1&2	Strategic Consultation & Planning	New Strategic Plan	
			Kāhui Ako Stewardship Group member			
<b>LEARNERS AT THE CENTRE</b> <b>TE WHĀNAU</b>  <b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Communication</b>	Principal Staff Board	Fortnightly Newsletters (Hail) Team, Groups & Class notices (Hero) SchoolApps alert system PTA meetings and events School Website (Hail) Seesaw Sharing – juniors Schooldocs (policy consultation) Hero SMS (reporting, admin & records) Parent info sessions/speaker evenings Board news (in newsletters) NE meetings and Superstarters			
<b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Staff Appraisal &amp; PGC</b>	Principal SLT, SENCO Staff	Professional Growth Cycle system Job Descriptions (incl specific role specs) Teachers, Unit Holders, WSLs, ASL Teacher Aides PCT x 1 Teacher Certification renewals	PGC mid-point review		PGC & STP complete, sign-off
<b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>	<b>Principal Appraisal</b>	Principal Board PM	Professional Growth Cycle set-up Performance Agreement PLG membership	PGC mid-point review		PGC & STP complete, sign-off
				SPA President CPPA, NZPF membership	NZPF Conference	
<b>QUALITY TEACHING AND LEADERSHIP</b> <b>TE KANORAUTANGA</b>  <b>FUTURE OF LEARNING AND WORK</b>	<b>Staff Development</b>	Principal DP2 Staff	TODs January Staff-meeting schedules <b>2023 PLD Foci:</b> TRP, Maths, te Reo. External Courses & Conferences Kāhui Ako ASLs Te Reo study for staff SLT PLD Days	Conference attendance budget		Staff PLD report to Board
				Kāhui Ako TOD		

TE TUAKIRITANGA			PCT x 2 support & guidance			
LEARNERS AT THE CENTRE TE WHĀNAU  BARRIER FREE ACCESS TE TANGATA	Finance	Principal Finance Grp Board CES Budget Holders	Finance Group meetings & reports to Board. CES Monthly Finance Reports Capital Expenditure spending  Budget Holders Schedule  PTA Fundraising	2022 Annual Report		2024 Draft Budget 2023 Finance Audit
LEARNERS AT THE CENTRE TE WHĀNAU  BARRIER FREE ACCESS TE TANGATA	Property	Principal Property Gp DP1 Caretaker Board MoE Logic SSL	Maintenance, grounds and gardens. Property Group meetings & reports to Board.  Roto classroom building project complete Rebuild of caretaker and sports sheds  New 10YPP development  Hall Extension concept work  Improvements Spending Plan Nature Play garden New surface for tyre playground		New 10YPP in place	
BARRIER FREE ACCESS TE TANGATA	Health & Safety	Principal DP1 H&S Group Caretaker	Covid-19 Management  H&S Group meetings & reports to Board. Ongoing hazard identification & management, safety checks. EOTC Docs Accident records Student health needs identified Electronic attendance and absence checking. Parent Police-vetting New staff ID checking  Termly Evacuation and EQ Drills VCAAct, HSWAct Compliance	New Hazard Register ready	Lockdown Drill  Electrical Testing	
QUALITY TEACHING AND LEADERSHIP TE KANORAUTANGA  FUTURE OF LEARNING AND WORK TE TUAKIRITANGA	Wellbeing	Principal WSL SLT Board SENCO Staff Social Worker Worker PTA	Wellbeing Student Leaders Wellbeing Lead teacher WSL The Resilience Project introduction Mahi Tahi groups, activities & events Staff Wellbeing activities & events Social Worker Mana Ake Pastoral Care Team  Sickbay data in H&S meeting reports			Mahi Tahi Day

			Sports, Physical activity, Kiwisport Zone Sports Coordination PTA events & activities			
LEARNERS AT THE CENTRE TE WHĀNAU  BARRIER FREE ACCESS TE TANGATA	Policy and Assurance	Principal Schooldocs Board Staff	Schooldocs reports to board. Monitor, update policies ongoing. Implementation & Audit reports to board (see Schooldocs 2023 review schedule).  <b>Legislation and Administration</b> Student Attendance Enrolment Privacy Official Information Requests Uniform / Dress Code	<b>Education outside the classroom:</b> EOTC Planning and Review EOTC Risk Management EOTC Coordinator EOTC External Providers EOTC Staff Competence EOTC Event Categories EOTC Communicating with Parents	<b>Inclusive Education:</b> Recognition of Cultural Diversity Māori Educational Success Learning support Learning Support Coordination Identify Learning Support Gifted Learners	<b>Curriculum and student achievement:</b> Student Achievement Information Home Learning Distance Learning Religious Instruction / Religious Education Religious Observances Health Education

**NATIONAL EDUCATION AND LEARNING PRIORITIES (NELPS):**

1. LEARNERS AT THE CENTRE *Learners with their whānau are at the centre of education.*
2. BARRIER FREE ACCESS *Great education opportunities and outcomes are within reach for every learner.*
3. QUALITY TEACHING AND LEADERSHIP *Quality teaching and leadership make the difference for learners and their whanau.*
4. FUTURE OF LEARNING AND WORK *Learning that is relevant to the lives of New Zealanders today and throughout their lives.*

**KA HIKITIA KA HĀPAITIA:** *Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world.*

TE WHĀNAU *Education provision responds to learners within the context of their whanau.*

TE TANGATA *Māori are free from racism, discrimination and stigma in education.*

TE KANORAUTANGA *Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.*

TE TUAKIRITANGA *Identity, language and culture matter for Māori learners.*

# Strategic Plan 2022



**CREATE THINK GROW**

## GOAL ONE: LEARNING

To grow and nurture all learners for a changing future.

- Embrace and live our school vision Create Think Grow, in partnership with learners' whānau, to develop the whole child.
- Understand and embrace our Cultural Narrative.
- Create a wellbeing environment that has a focus on hauora for our learners, whānau and staff members.
- Create a physical environment that stimulates learning, engagement, and fosters sustainability.
- Provide diverse and rich experiences and opportunities for learners and staff to develop lifelong skills, capabilities and knowledge.

Looks like:

- Strong, trusting partnerships with parents and whānau: listen, share, inform, support
- Effective, timely and informative communication channels
- Being agile and responsive to a changing world, quick to react positively and proactively, meeting the needs of our learners
- Supporting learner self-regulation and reflective practice, including goal setting
- Exceeding and sharing of our Cultural Narrative with our community
- Honouring and weaving the Taumutu values and our Cultural Narrative into the 'Prebbleton School Culture' - being part of who we are
- Continue our learning journey in Te Ao Māori
- Fostering tukana tēra and growing the Nahi Tahī programme
- Happy learners, whānau and staff = happy school
- Learners succeed in diverse ways, and feel safe to create, think and grow
- Learners and stakeholders are proud of and engaged in our environment
- Creating a sustainable future focus, through a variety of educational programmes and learning resources
- Prebbleton Pathway (graduate values profile) developed and embedded
- Foster student agency, perseverance, growth mindset, engagement
- A localised curriculum that is responsive and connected with authentic learning contexts
- Strengths-based opportunities and experiences made available for staff and students

## GOAL TWO: COMMUNITY

To create and grow dynamic and meaningful partnerships with our community.

- Community members will feel welcome and invested in their school - manaakitanga.
- Prebbleton School will be valued and participating actively in its local community.

Underpinned by:

### National Education Learning

#### Priorities (NELPs):

- Learners at the Centre
- Barrier-free Access
- Quality Teaching and Leadership

#### Ka Hikitia Ka Hapaia:

- Te Whānau
- He Tangata
- Te Kōwhiri

Looks like:

- Fostering engagement and relationship building with Mana Whenua
- Deepen community and stakeholder partnerships and connections
- Recognising and celebrating our cultural diversity
- Looking after ourselves and others, including visitors, showing aroha
- Emphasis on learning to give and serve others
- Involvement in community, finding opportunities for participating (eg businesses, community groups etc)
- Being invited and responding to invitations
- Kāhui Ako involvement with positive learner outcomes
- Keeping informed about and involved in future plans for Prebbleton
- Being responsive to community events and developments
- Finding positive opportunities in growth

**GOAL ONE: LEARNING**

*To grow and nurture all learners for a changing future.*

OBJECTIVES		DESIRED OUTCOMES
Embrace and live our school vision Create Think Grow, in partnership with learners' whānau, to develop the whole child.	<p><u>National Education Learning Priorities (NELPs):</u></p> <ul style="list-style-type: none"> <li>- Learners at the Centre</li> <li>- Barrier-Free Access</li> <li>- Quality Teaching and Leadership</li> </ul> <p><u>Ka Hikitia Ka Hāpaitia:</u></p> <ul style="list-style-type: none"> <li>- Te Whānau</li> <li>- He Tangata</li> <li>- Te Kanorautanga</li> </ul>	<ul style="list-style-type: none"> <li>• Strong, trusting partnerships with parents and whānau: listen; share; inform; support</li> <li>• Effective, timely and informative communication channels</li> <li>• Being agile and responsive to a changing world; quick to react positively and proactively, meeting the needs of our learners</li> <li>• Supporting learner self-regulation and reflective practice; including goal setting</li> </ul>
Understand and embrace our Cultural Narrative.		<ul style="list-style-type: none"> <li>• Embedding and sharing of our Cultural Narrative with our community</li> <li>• Honouring and weaving the Taumutu values and our Cultural Narrative into the 'Prebbleton School Culture' - being part of who we are</li> <li>• Continue our learning journey in Te Ao Māori</li> </ul>
Create a wellbeing environment that has a focus on hauora for our learners, whānau and staff members.		<ul style="list-style-type: none"> <li>• Fostering tuakana teina and growing the mahi tahi programme</li> <li>• Happy learners, whānau and staff = happy school</li> <li>• Learners succeed in diverse ways, and feel safe to create, think and grow</li> </ul>
Create a physical environment that stimulates learning, engagement, and fosters sustainability.		<ul style="list-style-type: none"> <li>• Learners and stakeholders are proud of and engaged in our environment</li> <li>• Creating a sustainable future focus, through a variety of educational programmes and learning resources</li> </ul>
Provide diverse and rich experiences and opportunities for learners and staff to develop lifelong skills, capabilities and knowledge.		<ul style="list-style-type: none"> <li>• Prebbleton Pathway (graduate values profile) developed and embedded</li> </ul>



		<ul style="list-style-type: none"> <li>• Foster student agency, perseverance, growth mindset, engagement</li> <li>• A localised curriculum that is responsive and connected with authentic learning contexts</li> <li>• Strengths-based opportunities and experiences made available for staff and students</li> </ul>
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## GOAL TWO: COMMUNITY

*To create and grow dynamic and meaningful partnerships with our community.*

OBJECTIVES		DESIRED OUTCOMES
Community members will feel welcome and invested in their school – manaakitanga.	<u>National Education Learning Priorities (NELPs):</u> <ul style="list-style-type: none"> <li>- Learners at the Centre</li> <li>-Barrier-Free Access</li> <li>- Quality Teaching and Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Fostering engagement and relationship building with Mana Whenua</li> <li>• Deepen community and stakeholder partnerships and connections</li> <li>• Recognising and celebrating our cultural diversity</li> <li>• Looking after ourselves and others, including visitors, showing aroha</li> <li>• Emphasis on learning to give and serve others</li> </ul>
Prebbleton School will be valued and participating actively in its local community.	<u>Ka Hikitia Ka Hāpaitia:</u> <ul style="list-style-type: none"> <li>- Te Whānau</li> <li>- He Tangata</li> <li>- Te Kanorautanga</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the community, finding opportunities for participating (eg. businesses, community groups etc)</li> <li>• Being invited and responding to invitations</li> <li>• Kāhui Ako involvement with positive learner outcomes</li> <li>• Keeping informed about and involved in future plans for Prebbleton</li> <li>• Being responsive to community events and developments</li> <li>• Finding positive opportunities in growth</li> </ul>

## Prebbleton School - Curriculum Review Plan 2020-2023

	2020	2021	2022	2023
<b>PLD Focus</b>	<b>Mathematics</b> Digital Technologies LINC-ED (Hero) Reading	<b>Structured Literacy</b> Mathematics ANZH	<b>Structured Literacy</b> <b>Te Reo</b> Mathematics	<b>NZ Curriculum Refresh</b> Mathematics The Resilience Project Te Reo
<b>Resource Focus</b>	Mathematics Science	Mathematics Structured Literacy	Social Sciences/ANZH Te Reo	Mathematics The Resilience Project ANZH
<b>Student Ach. Target Focus</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Writing (SL) Junior</b> <b>Te Reo Senior</b>	Maths The Resilience Project
<b>Review &amp; Refine</b>	Authentic Curriculum LINC-ED, Reporting GaTE Science	Authentic Curriculum Hero Reporting Cultural Responsiveness	Cultural Responsiveness Hero assessment & reporting Prebbleton Pathway	Literacy Hero, Prebbleton Pathway RSE
<b>Initiatives</b>	Student voice & leadership Cultural Responsiveness Online Reporting to Parents Library Re-create <i>Kāhui Ako: Science, Well-being, Connections</i>	Graduate Profile Library Re-create <i>Kāhui Ako: Cultural Responsiveness, Environmental Sustainability, Literacy, Well-being &amp; Connections</i>	Prebbleton Pathway Te Reo & Te Ao Māori  <i>Kāhui Ako: Cultural Responsiveness, Environmental Sustainability, Literacy, Well-being &amp; Connections</i>	The Resilience Project Prebbleton Pathway  <i>Kāhui Ako: Maths, Literacy, Mana Ōrite, Our History our Future</i>

# COLLABORATIVE TEACHING PRACTICE BELIEF STATEMENT



CREATE THINK GROW



## Our Beliefs about Collaboration

Effective co-teaching empowers all students to achieve; by being open, flexible and responsive to their needs.  
The needs of students are effectively met, through diverse strengths and skills of co-teachers.  
Effective communication with each other, parents, and students is paramount. Student needs can be catered for through creating flexible spaces and learning programmes.  
Relationships with students are enhanced and diversified.  
Students see the adult relationships and dynamics amongst co-teachers.  
Students form learning relationships and maintain friendships with greater range of students.  
Collaboration builds collaboration; role modelling for students.  
Humour and fun is important.  
Co-teaching environment assists teacher mental health and safety.  
Supportive for teachers; sharing workload and student management.  
There is greater consistency of teacher presence, and continuity of programme if a teacher is absent.  
Collaboration enhances teacher expertise.  
Learners benefit from having more than one teacher who knows them well.

## Our Practices

Whanaungatanga and manaakitanga are practiced and extended to all in the learning space.  
Co-teachers demonstrate, practice and encourage growth mindsets.  
Co-teachers agree on shared behaviour management system for the space, including making full use of our school values.  
Be accountable, accept mistakes, be reflective.  
Maximise the time for all teachers to be with students.  
Celebrate and display students' learning throughout the environment.  
Use teachers' strengths.  
Co-teachers agree on how spaces are organised and cared for, with flexibility to cater for teaching groups.  
Co-teachers share responsibility for all students; regularly discuss progress, assessment and next learning steps.  
Home class teacher oversees pastoral care of students and shares info with co-teachers.  
Co-teachers plan together and reflect daily.  
Consistently share and use a variety of co-teaching styles.  
Regular, ongoing, honest and open communication between co-teachers – positive conflict practices.  
Reserve judgement; extend generous interpretation to each other.  
Parents are able to approach co-teachers who know their children well.



CREATE THINK GROW

