



Darfield Primary School Te Whenua Kōkōwai

Standing Tall: Reaching our Potential

Charter 2022



OUR SCHOOL / OUR COMMUNITY

Our School

Darfield School is a state primary school situated in the heart of Darfield Township. The school complex is made up of 2 learning spaces and 3 classrooms, a hall, library, learning support unit and administration building. The school has recently upgraded two of its buildings to create flexible learning spaces. The school grounds include two adventure playgrounds, two netball courts, a basketball court, sandpit, and school gardens.

The school is staffed with a non-teaching Principal and nine teachers working in three teams led by the Leadership Team which consists of the Principal, Deputy Principal, and 3 Team Leaders. Darfield School has a number of support staff including office administrators, release teachers and teacher aides all of whom help us make Darfield School a wonderful place to learn.

Darfield Primary School operates a comprehensive Learning Support programme that not only supports the learning of learners/ākonga with special needs but also enhances the learning of those learners/ākonga that are operating at accelerated achievement standards. This programme is supported by: a Reading Recovery teacher, Teacher Aides and a variety of support agencies. The school also hosts the Resource Teacher of Learning and Resource Teacher of Literacy on site.

At Darfield Primary School we strive to create a positive learning environment where an individual's unique gifts are acknowledged and they are empowered to use their gifts to reach their full potential. The range of programmes provided to learners/ākonga are challenging, success oriented and fulfilling. Our comprehensive learning programme ensures that learners/ākonga are equipped with the knowledge, skills, and attitudes to succeed in the future. Darfield School is committed to fostering confident, self-motivated, lifelong learners/ākonga.

OUR VISION	Standing Tall: Reaching Our Potential
OUR MISSION STATEMENT	Through the development of the Darfield High Five, our children will develop the attitudes, skills and knowledge needed to become confident, motivated, self-directed lifelong learners/ākonga.
OUR CORE VALUES AND BELIEFS DARFIELD HIGH FIVE	<p>Team Player / Kia Mahitahi</p> <p>I can relate to a wide range of people</p> <p>I can positively contribute to my school, family and community</p> <p>I can be a positive role model for others</p> <p>I can work collaboratively with others</p> <p>Caring Citizen / Kia aroha atu</p> <p>I can communicate effectively with others</p> <p>I am respectful and tolerant of others</p> <p>I use kind word and actions towards others</p> <p>I actively work to make my classroom, school and community a better place for others</p> <p>Power Thinker / Kia wānanga</p> <p>I am curious and want to learn new things</p>

	<p>I can ask questions to clarify my understanding and learn new ideas</p> <p>I can use a range of thinking strategies</p> <p>Self Manager / Kia mauritau</p> <p>I am respectful, reliable and dependable</p> <p>I am resilient and resourceful</p> <p>I set and monitor my own goals</p> <p>I am prepared for my learning</p> <p>Self Believer / Kia pūmau ki a koe anō</p> <p>I always try to be the best 'Me' I can be</p> <p>I have a number of strategies to manage challenges</p> <p>I can show determination and persistence</p>
--	---

OUR RECOGNITION OF NEW ZEALAND'S CULTURAL DIVERSITY

<p>TE TIRITI O WAITANGI IN EDUCATION</p>	<p><i>Article 1: Kāwanntanga - Honourable Governance</i></p> <p>Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.</p> <p>They are governed honourable - decisions are made with those who are most impacted by them.</p> <p>A shared decision making process with whānau, hapū and iwi (partnership) is embedded.</p> <p>Communication is meaningful, ongoing, reciprocal and transparent.</p> <p><i>Article 2: Rangatiratanga - Agency</i></p> <p>Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised and celebrated.</p> <p>Māori are achieving success as Māori.</p> <p>Māori have agency, voice and choice, the power to act.</p> <p>Māori diversity is recognised and valued and self determination is enacted.</p> <p><i>Article 3: Ōritetanga - Equity</i></p> <p>In the interest of all, Māori have the same rights and opportunities as non-Māori.</p>
---	---

	<p>Educational barriers and inequalities are removed to ensure equitable educational outcomes.</p> <p>Education content and delivery reflects Aotearoa and our dual heritage (past, present and future). Equitable representation of Mātauranga Māori, Reo, tikanga, etc.</p> <p>Māori perspectives and opinions, and the voices of Māori are equally represented.</p>
<p>IMPROVING THE LEARNING OUTCOMES FOR MĀORI LEARNERS</p> <p>How we will give effect to the Te Tiriti o Waitangi Darfield Primary School recognises the unique position of the Māori as tāngata whenua and Treaty of Waitangi Partners. It takes all reasonable steps to provide instruction in tikanga (Māori custom) and te reo Māori (Māori language) for students.</p> <p>Darfield Primary School is committed to strengthening the cultural identity of all students by recognising the values and aspirations of all cultures, and developing policies that reflect New Zealand's cultural diversity.</p>	<p>We meet these requirements by;</p> <ul style="list-style-type: none"> • Implementing the principles of the Treaty of Waitangi. • Integrating components of tikanga Māori and te reo Māori into school life. • Valuing Māori resources in the community and capitalising on the experiences and perspectives of tangata whenua as an integral part of the school. • Supporting New Zealanders so they value cultural heritage. • Involving the Māori community / whānau in identifying important learning needs of Māori students and setting targets supported by the Māori community / whānau through regular consultation. • Monitoring and reporting the achievement of Māori students to the Board and Māori community.

	<ul style="list-style-type: none"> • Providing regular professional development for teachers in the use of Māori language and culture in the learning spaces. • Foster understanding of and responsibility for the environment (Kaitiakitanga) in particular local Māori heritage areas. • Consult external advisers in planning and delivering programmes when needed. • Implementing the Māori Responsiveness Plan as outlined below.
MĀORI RESPONSIVENESS PLAN	<p>If a whānau requests a higher level of tikanga Māori and/or te reo Māori than is at present evident in our school's Māori programme, the school will take all reasonable steps to discuss and explore the following options with the family:</p> <ul style="list-style-type: none"> • Further explain the integration of tikanga Māori and te reo Māori in school life. • Extend the existing integration of tikanga Māori and te reo Māori as appropriate. • Combine with a neighbouring school for parts of the day/programme.

	<ul style="list-style-type: none">• Dual enrolment with the New Zealand Correspondence School.• Provide in-school support and resources to enhance inclusion of te reo Māori and tikanga Māori within the learning spaces.• Use community expertise (people and places) to help with any of the above.
--	--

HOW OUR CORE VALUES AND BELIEFS CAN ALIGN WITH THE CORE VALUES AND BELIEFS OF TE TAUMUTU RŪNANGA IN A SCHOOL SETTING

AROHA / CARING CITIZEN

For tamariki:

Love, acceptance and caring

For school:

Aroha can reach beyond the kinship group to encompass those in a school; for example, the class can become a whanāu. Not all children have parents or guardians who can provide for all their physical, emotional, psychological, and spiritual needs.

Through cultivating the qualities of aroha in themselves and their students, teachers can help to meet the individual needs of children who need care and understanding.

The elements of giving, caring and sharing in a classroom can help to develop aroha in the school as a whole. In schools of various types and sizes, aroha can affect the type of environment, the relationships within that environment, the interactions with people outside the school and its effectiveness. Building aroha into the structures and procedures of a school is an ongoing task that requires constant practice.

WHANAUNGATANGA / TEAM PLAYER

For tamariki:

	<p>Being and feeling part of a big family</p> <p><i>For school:</i></p> <p>Teachers can promote the feeling of Whanaungatanga, of extended family, in the classroom and in the school as a whole. They can help the children to have a feeling of security and of belonging through ensuring that they know each child as a person. To engender family feelings of care and respect, teachers could encourage the class and their whānau to share the occasional lunch, to celebrate special occasions together such as birthdays, to work cooperatively on a project, or to go on a visit.</p> <p>Children who feel they belong to the extended family of the school, doing things together and being useful and helpful, are likely to develop a sense of unity and confidence. The concept of promoting unity based on extended family bonds is not new. People receive comfort from the feeling of belonging and being valued as members of a group.</p> <p>MANAAKITANGA / SELF MANAGER</p> <p><i>For tamariki:</i></p> <p>Looking after ourselves and looking after others, especially visitors.</p>
--	--

	<p><i>For school:</i></p> <p>When all of those in the school feel the responsibility of belonging to the group, they will want to respond to visitors by being good hosts, and upholding the mana of the group. When they have a sense of aroha, they will want to respond to the needs of others and care for them, take their perspective and respond appropriately.</p> <p>Self-acknowledgement is not sought, as that belongs to the group, and is an unspoken thing. It will usually be acknowledged by those who have received manaaki from the school. Manaaki will also be strong within the group, in caring for each other and providing unsolicited support for each other. When visitors are expected food is provided, with enough for everyone and the visitors always being fed first.</p> <p>KOTAHITANGA / TEAM PLAYER</p> <p><i>For tamariki:</i></p> <p>Working together for the same reason - cooperation</p> <p><i>For school:</i></p> <p>Kotahitanga within the school is made evident through the school community as a whole, sharing and striving for the same</p>
--	---

	<p>aims and goals, and working together in unity to achieve them. When aiming for unity of purpose, all participants' contributions are acknowledged and incorporated into achieving consensus. The recognition of individuals is initiated by the leaders of the school and staff model this behaviour in their daily interactions with their colleagues. Teaching children to praise and recognise the efforts of others.</p> <p>TIAKITANGA / CARING CITIZEN</p> <p>For tamariki:</p> <p>Caring for physical things in the school</p> <p>For school:</p> <p>Tiakitanga in the school is caring for and tending for things in the school. Staff take on the role of 'loco-parents' for tamariki in their care during the school day. Children and staff show they are looking after their natural surroundings when they maintain their school gardens and buildings.</p> <p>Children might issue sports equipment, supervise student games on wet days, participate on the school council or road patrol. A group of students might see a need in their school and donate a piece of equipment. It is shown by looking after everyday classroom equipment, putting things away and keeping the</p>
--	---

	<p>room clean and tidy.</p> <p>RANGATIRATANGA / POWER THINKER AND SELF BELIEVER</p> <p>For tamariki:</p> <p>Leaders care and show us what to do.</p> <p>For school:</p> <p>Rangatiratanga maintains order and gives the opportunity for everyone to learn. Leaders are able to give instructions, but also have the responsibility of looking after others. Principals and teachers give students a daily example of how to behave as a leader. Leaders inspire others. School council and student leaders give daily examples of how students can embody rangatiratanga.</p> <p>Rangatiratanga recognises that some people are gifted in a particular talent and acknowledges these special skills.</p> <p>Leadership is creating the opportunities for the particular talents and skills to show and shine.</p>
--	--

<p>OUR STRATEGIC PRIORITIES</p>	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>Our children have the ability to perform at the expected Curriculum Achievement Levels</i> • <i>That Literacy and Mathematics are foundation skills that will enable our children to succeed in the future.</i> <p>NELP 2 - Barrier Free Access</p> <p>NELP 3 - Quality Teaching and Leadership</p> <p>Enhance learning and a sense of community by working in partnership with learners/ākonga, parents, whānau and the wider Darfield community</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>Darfield School is here to serve the Darfield Community</i> • <i>Learning occurs when relationships and conversations focus on learning</i> • <i>The more 'at home' children feel in the environment the more effective the learning</i> <p>NELP 1 - Learners at the centre</p> <p>Foster a supportive learning environment that empowers our</p>
--	---

	<p>students to be respectful, self-directed, self-managing and confident learners/ākonga who can communicate effectively with a wide audience.</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>Learners/ākonga are engaged when they understand the purpose of learning</i> • <i>It is easier to achieve when we know what the goal is</i> • <i>Learners/ākonga should take risks and challenge themselves.</i> <p>NELP 1 - Learners at the centre NELP 2 - Barrier Free Access NELP 3 - Quality Teaching and Leadership NELP 4 - Future of Learning and Work</p> <p>Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>It is our responsibility to help children discover their interests and talents</i> • <i>Learning is engaging when it is relevant to our lives</i> • <i>Opportunities for learning are endless.</i> <p>NELP 2 - Barrier free access</p>
--	---

	<p>A Board that provides authentic, effective leadership for the school community</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>It is the Board's responsibility to represent and serve the community in a stewardship role</i>
<p>REVIEW OF CHARTER COMMUNITY CONSULTATION</p>	<p>Community Consultation - Redesign of Kowhai Block</p> <p>Whānau Hui - Review of Strategic Priorities (including NEMP) and impact upon Māori students achieving success as Māori - 2022</p> <p>Review of Strategic Priorities - 2021 Nov, Dec BOT Meetings - Board Members</p> <p>Review of Strategic Priorities - 2022 Feb Staff Only Day - School Staff</p>

MALVERN KĀHUI AKO / TE HŪ O KĀKĀPŌTAHI KĀHUI AKO

Darfield Primary School is a proud and enthusiastic member of the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako. In 2019 our Achievement Challenges were approved by the Ministry of Education and our appointed Lead Principal will lead exciting developments over the next two years.

Malvern Kāhui Ako / Te Hū o Kākāpōtahi' Vision:

Belonging to Malvern / Contributing to Society

To support all Malvern ākonga along their learning journey.

The Malvern | Te Hū o Kākāpōtahi Kāhui Ako Achievement Challenge is a learner/ākonga centred document that prioritises the needs of our collective tamariki. This living document is adaptable to meet the dynamic needs of all learners/ākonga through measured, collaborative and responsive approaches. Through genuine collaboration, coherent learning pathways will prepare all Malvern learners/ākonga to authentically contribute positively to their society.

Our Achievement Challenges have been underpinned by Te Hū o Kākāpōtahi Kāhui Ako's 2017-2019 Establishment Documents and 2020-2022 Strategic Plan. These co-constructed documents will provide the foundation to inform the necessary cultural, strategic and operational elements required to most effectively meet Te Hū o Kākāpōtahi Kāhui Ako's vision.

Professional learning development will be targeted to authentically align with the strategic direction of our collective whilst being responsive to reflectively reduce educational disparities across Malvern. Most importantly, the coherence of the

learning journey from Early Childhood Learning Centres all the way through the Primary Schools' and into our High School will both champion the individualism of each educational institute and explicitly align the key learning trends that create a unique learning pathway throughout Malvern.

<p>MALVERN KĀHUI AKO / TE HŪ O KĀKĀPŌTAHI KĀHUI AKO STRATEGIC PRIORITIES</p>	<p>Strategic Goal One: Local curriculum design: Relevant and engaging local curriculum that is truly responsive to the needs and priorities of ākonga, whānau and the Malvern community.</p> <p>Strategic Goal Two: Collaborative inquiry and effective teaching and learning</p> <p>Strategic Goal Three: Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whānau, community and other organisations</p>
---	--

Reference: Malvern Kāhui Ako / Te Hū o Kākāpōtahi Achievement Challenge 2020-2021

STRATEGIC PLAN

	STRATEGIC GOALS	CORE STRATEGIES FOR ACHIEVING GOALS 2022
Striving for higher standards	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice	<ul style="list-style-type: none"> • Establish a collaborative learning environment • Establish strategies to evaluate whether each learner/ākonga has made sufficient progress to improve or sustain their levels of achievement • Establish a cohesive curriculum programme that scaffolds learning from Year 1-6
Enhancing learning and a sense of community	Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community	<ul style="list-style-type: none"> • Empower parents and whānau to be involved in the learning-centered partnerships - especially for those learners/ākonga who need achievement accelerated • Ensure families and whānau feel welcome and connected to the school • Work collaboratively with the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako to achieve to the shared vision and goals
Supportive Learning Environment	Foster a supportive learning environment that empowers students to be respectful,	<ul style="list-style-type: none"> • Ensure learners/ākonga feel confident about directing their own learning and progress • Continue to develop the Darfield High 5 concept so that it can be deliberately taught as part of the Darfield Primary School learning

	self-directed, self-managing and confident learners who can communicate effectively with a wide audience.	<p>programme and enhance/develop each child's character strengths.</p> <ul style="list-style-type: none"> • Ensure learners/ākonga understand and can reflect the Darfield High 5s • Develop understanding and suggested practises of the Positive Behaviour for Learning (PB4L) Framework - especially developing a schoolwide understanding of how to improve student wellbeing, behaviour, and engagement • Ensure learners/ākonga are offered learning that equips them with an understanding of New Zealand's cultural identities and history
Fostering the unique potential of each child	Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students	<ul style="list-style-type: none"> • Develop self-managing, collaborative, reflective, lifelong learners/ākonga who are confident to take risks within an ever changing world • Develop a range of authentic learning opportunities, including the implementation and embedding of e-learning practises across the school
Stewardship	A Board that provides authentic, effective leadership for the school community	<ul style="list-style-type: none"> • Represent and serve the community in a stewardship role • Scrutinise the work of the school in achieving values student outcomes • Evaluate the effectiveness of performance in governance and stewardship roles • Effectively meet statutory requirements

ACTION PLAN TO ACHIEVE STRATEGIC GOALS

	Strategic Goal	Actions
Striving for higher standards	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice	<ul style="list-style-type: none"> • Participate in the Assessment for Learning Programme - supported by CORE • Plan collaboratively and ensure consistency across Teams and within Teams • Provide specific programmes for targeted students (Enrichment and Targeted Opportunities) • Continue to implement Storytelling Curriculum and review effectiveness at the end of 2022 • Establish strategies to evaluate whether each student has made sufficient progress to improve or sustain his/her levels of achievement
Enhancing learning and a sense of community	Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community	<ul style="list-style-type: none"> • Participate in PL with COL - such as continued implementation of Digital Technologies, Wellbeing • Shared Teacher Only Day with members of the Malvern COL • Community Consultation - seek ideas from Community around School Strategic Plan • Maori Whānau Hui (Term 1) - reviewing how DPS is ensuring Maori students achieve success as Maori • Host a celebration of Learning event at school for parents and wider whānau to attend - depending on COVID Traffic Lights • Develop a range of strategies to empower parents and whānau to be involved in the learning of their tamariki - such as the Reading Together Programme
Supportive Learning	Foster a supportive learning environment that empowers	<ul style="list-style-type: none"> • Become a PB4L School -development supported by the MOE • Ensure all learners/ākonga receive equitable access to teaching, learning and participation in the life of the school • Develop lessons which encourage the use of our Darfield High 5s

Environment	students to be respectful, self-directed, self-managing and confident learners who can communicate effectively with a wide audience.	<p>by students, staff, parents and school community</p> <ul style="list-style-type: none"> • Student Led Conferences - develop the practice to ensure that students are aware of their own goals and able to articulate them and their next learning steps • Develop the school's prosocial student culture and student social strategies - based on the findings of the 2021 Wellbeing at School Survey • Further develop opportunities for students to provide leadership within their community - School Leaders, Whakatipu Kaihutu Leaders, mentoring of younger students
Fostering the unique potential of each child	Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students	<ul style="list-style-type: none"> • Through the use of digital technology create programmes for learners which develop their skills of self management, working collaboratively and sense of wonder • Provide authentic opportunities for students to work within the wider community • Provide a range of opportunities within the classroom programme for students to pursue individual interests (Discovery Time, Passion Projects, Craft Clubs, Gardening, STEAM)
Stewardship	A Board that provides authentic, effective leadership for the school community	<ul style="list-style-type: none"> • Ongoing tracking of student data and targeted outcomes - for example achievement and wellbeing data • Participate in appropriate professional learning which supports the achievement of the core strategies for Stewardship • Support the school staff to achieve the outcomes from the Community Consultation and Maori Whānau Hui • Actively promote the role of being a Board member at Darfield Primary School • Be transparent to/and communicate effectively with, our school community