



# Kohia Terrace School Charter 2021 →

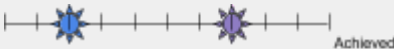
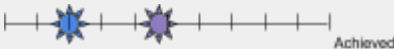
Our Vision The power to dream, the passion to achieve		Kohia Kaitiaki Our Values <i>We will...</i>		
		CARE and RESPECT	PERSEVERE to ACHIEVE	LEAD with INTEGRITY
Our Learner Competencies		Mana Tangata – enhancing the potential of all		
<b>Mōhio -self awareness</b> <i>A learner who knows and values self and strives to be the best they can be</i>		<b>GOALS</b>  All Ākonga (learners) access a responsive curriculum where they are supported and empowered to learn and realise their potential.  A learning community that encourages highly trusted professionals who participate in a continuous growth cycle that fosters collaborative learning and reflection	Wellbeing	Nurturing inclusion, diversity and wellbeing
<b>Whanaungatanga -relating to others</b> <i>A learner who builds positive relationships through words and actions</i>			Multilingual learners	Developing spoken English across the curriculum
<b>Whakaaro -thinking</b> <i>A learner who actively notices, questions, and thinks flexibly to make sense of their world</i>			KTS Curriculum	Reviewing our curriculum to reflect the needs and priorities of our school community
<b>Whakatutukitanga -taking action</b> <i>A learner who actively participates and contributes to achieve an outcome that makes a difference.</i>			Bicultural	Creating culturally inclusive teaching environments that support the achievement of all learners and build collective bicultural understanding

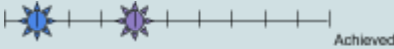
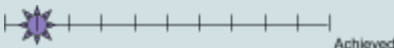
## Our Strategic Priorities

National Education and Learning Priorities (NELP)			
Learners at the centre	Barrier free access	Quality teaching and leadership	Future of learning and work
1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3. Reduce barriers to education for all, including for Maori and Pacific Learners / ākonga, disabled learners / ākonga, and those with learning support needs	5. Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning	7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to success in work
2. Have high aspirations for every learner / ākonga, and support these by partnering with their whanaū and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures	4. Ensure every learner / ākonga gains sounds foundations skills including language literacy and numeracy	6. Develop staff to strengthen teaching, leadership and learner support capability across the workforce	

## Mana Tangata – enhancing the potential of all

KEY:  End 2019  End 2020  End 2021

Goal <i>We want</i>	Strategic Objectives <i>We will see</i>	Rationale <i>Why this is important</i>	Progress outcome <i>So that</i>
all Ākonga (learners) to access a responsive curriculum where they are supported and empowered to learn and realise their potential.	<b>Wellbeing</b> Our students know our school values and use them as a guide for their own wellbeing and that of others	2019 well-being results indicate further focus is needed on the recognition of our diverse cultures and of our school rules; also on student perception of social and emotional learning experiences.  NELP 1	Student voice affirms how our school environment nurtures inclusion, diversity and wellbeing.  
	<b>Supporting English Language Learners (ELLs)</b> Our multilingual learners are fully supported to actively learn English across the curriculum	When planning is designed to support the language needs of learners within the classroom context, they are scaffolded towards success in the wider curriculum.  NELP 2, NELP 4	Our English Language Learners at stages 1,2 and 3, engage in the KTS ELLP pathway to demonstrate their development in language features of spoken English across the curriculum  

<p>a learning community that encourages highly trusted professionals who participate in a continuous growth cycle that fosters collaborative learning and reflection</p>	<p><b>Local curriculum</b></p> <p>A newly developed curriculum handbook that outlines best practice guidelines, planning requirements and responsive assessment processes</p>	<p><b>Back to basics</b></p> <p>Quality teaching and learning that is responsive to our students' needs will support all ākonga to achieve their potential.</p> <p>NELP 2, NELP 3, NELP 6</p>	<p>The KTS curriculum considers the needs and priorities of our school community (students, staff, whanau) whilst recognising the breadth and depth of the national curriculum</p> 
	<p><b>Bicultural Competency</b></p> <p>Implementation of a cultural competency pathway (poutama) that scaffolds the learning of te ao Māori (te reo, tikanga and Tiriti o Waitangi) for staff and students</p>	<p>The use of effective culturally responsive teaching strategies supports our ability to uphold the Tiriti o Waitangi principle within the NZC.</p> <p>NELP 2, NELP 3, NELP 5</p>	<p>Staff confidently create culturally inclusive teaching environments that support the achievement of all learners and build collective bicultural understanding</p> 

NB: goals are established and progress over time tracked on a 10 point scale