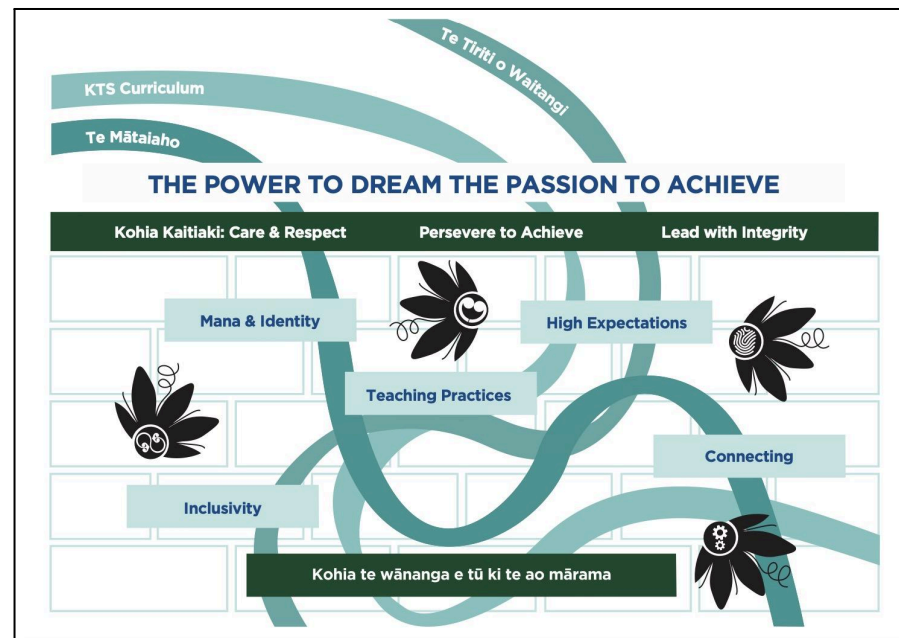


Kohia Terrace School Charter 2024/ 2025

What makes Kohia Kohia



KTS Curriculum



Our Learning Competencies

<p>MŌHIO Self awareness</p>	<p>A learner who knows and values self and strives to be the best they can be</p>	<p>WHAKAARO Thinking</p>	<p>A learner who actively notices, questions, and thinks flexibly to make sense of their world</p>	<p>WHAKAUNGATANGA Relating to others</p>	<p>A learner who builds positive relationships through words and actions</p>	<p>WHAKATUTUKITANGA Taking action</p>	<p>A learner who actively participates and contributes to achieve an outcome that makes a difference.</p>
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Kohia te wānanga e tū ki te ao mārama

Gather the knowledge of those around us to stand up and face the world

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	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	3. Reduce barriers to education for all, including for Maori and Pacific Learners / ākonga, disabled learners / ākonga, and those with learning support needs	4. Ensure every learner / ākonga gains sound foundations skills including language literacy and numeracy	5. Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning	6. Develop staff to strengthen teaching, leadership and learner support capability across the workforce	7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to success in work

Strategic Goals 2024

Quality practice

How effectively is the school strengthening capability in literacy and numeracy across the curriculum to extend and enable all ākonga to be the best they can be?

Te ao Māori

How can we better create culturally inclusive teaching environments that support the achievement of all learners and build collective bicultural understanding?

Hauora (wellbeing)

How do we enhance well-being (mental health and social and emotional challenges), and encourage inclusion and respect for diversity?

Rationale <i>Why this is important</i>	Progress outcome <i>So that</i>	
Quality practice - Literacy Akonga who are literate and numerate become empowered, connected and informed citizens. As we effectively strengthen capability in literacy and numeracy through the revised curriculum we will extend and enable all ākonga to be the best they can be.	Revitalised literacy practice, connected to Te Mātaiaho and the Common Practice Model, ensures all students achieve equitable, and excellent, outcomes.	
	2024	2025
Links to Education requirements NELP 2, NELP 3, NELP 4, NELP 6 Literacy & Communication and Maths Strategy, Te Mātaiaho, Ka Hikitea	High quality daily focussed instruction raises literacy achievement for all; a particular focus on boys' learning will reduce the achievement gap.	High quality daily focussed instruction for all in literacy raises their achievement
How will we know? <i>*Literacy achievement measure is an average of reading and writing scores</i>	80% of boys are achieving at or above expectancy in literacy* 88% of girls are achieving at or above expectancy in literacy NB: discrepancy reduced from 11.5 % in 2023 to 8% in 2024 80% of Pasifika students are achieving at or above expectancy in literacy 80% of ākonga Māori are achieving at or above expectancy in literacy	84% of boys are achieving at or above expectancy in literacy 90% of girls are achieving at or above expectancy in literacy NB: discrepancy reduced from 8% to 6% 85% of Pasifika students are achieving at or above expectancy in literacy 85% of ākonga Māori are achieving at or above expectancy in literacy

Quality practice - Numeracy Ākonga who are literate and numerate become empowered, connected and informed citizens. As we effectively strengthen capability in literacy and numeracy through the revised curriculum we will extend and enable all ākonga to be the best they can be. NELP 2, NELP 3, NELP 4, NELP 6 Literacy & Communication and Maths Strategy, Te Mātaiaho, Ka Hikitia	Ākonga “develop their ability to apply mathematical and statistical knowledge and skills purposefully across all learning areas and in their lives to achieve their goals” (Literacy & Communication and Maths Strategy)	
	2024	2025
	A daily balanced, maths programme comprising of rapid recall, open tasks, explicit teaching and challenging mathematical investigations provide ākonga with multiple opportunities to progress	Through rich mathematical learning experiences, aligned with our revised learning pathways, ākonga have multiple opportunities to achieve success
How will we know?	89% of students are achieving at or above expectancy in maths	91% of students are achieving at or above expectancy in maths
Te ao Māori Realising the intent of Te Tiriti o Waitangi, ākonga and kaiako will continue to build knowledge of te ao Māori. Our ongoing teaching and learning of te reo will strengthen our ability to express and explore the fundamental concepts of mātauranga Māori, through which we will gain a more inclusive, bicultural sense of community in consultation with whānau and local iwi. Links to Education requirements NELP 5 NELP 6 Te Mātaiaho Ka Hikitia Hautū	Meaningful integration of te reo Māori and tikanga Māori empowers our ākonga in the language and cultural knowledge of Aotearoa New Zealand	
	2024	2025
	Te ao Māori is valued at KTS. We will continue to strengthen our use of te reo Māori and understanding of tikanga so that our ākonga, kaimahi and whānau honour our cultural heritage and give effect to Ti Tiriti o Waitangi	Our Māori language strategy informs specific achievement goals for kaiako and ākonga from level 1 and 2 of the te reo Maori curriculum for English medium schools
How will we know?	<i>The Taku Reo survey (NZCER) ‘use of te reo in the classroom’ and ‘across the whole school’ indicators show at least 50% of our responses as often or always.</i>	<i>The Taku Reo survey (NZCER) ‘use of te reo in the classroom’ and ‘across the whole school’ indicators show at least 70% of our responses as often or always.</i>
Hauora We are committed to enhancing well-being for all through opportunities for daily physical activity and teaching strategies to support personal mental health and social and emotional challenges. We encourage inclusion and respect for diversity. This mahi will build on our school wide programme on social and emotional learning e.g. Kohia kōrero (circle time), student coaching, Mitey Links to Education requirements NELP 1 NELP 2 NELP 3 Te Mātaiaho Child and youth wellbeing strategy Mitey	To be healthy, mentally and physically, we need to feel safe, included, supported and empowered; our shared language and tools/strategies enable us to communicate openly, achieve balance in our lives and believe in ourselves.	
	2024	2025
	To regularly review and monitor how effectively we work to develop ākonga positive mental health and wellbeing	Ākonga and staff wellbeing is sustained through a school wide strategy which is regularly reviewed and adapted as needed.
How will we know?	<i>100% sustainable practice in the ākonga and whanaungatanga dimensions of the Mitey review tool</i> <i>Develop and trial a daily ‘physical literacy’ programme to assess fundamental skills</i>	<i>Well-being indicators from NZCER Wellbeing at school survey,, are equal to or better than national averages</i> <i>Fundamental skills in daily physical literacy programmes are targeted based on 2024 baseline data</i> <i>100% of staff feel KTS is a great place to work (Board staff climate survey)</i>

