

Kohia Terrace School Charter 2022 ➔



Our values

Kohia Kaitiaki - we Care and Respect, Persevere to Achieve and Lead with Integrity

Our learner competencies

Mōhio - self awareness

A learner who knows and values self and strives to be the best they can be



Whanaungatanga - relating to others

A learner who builds positive relationships through words and actions



Whakaaro - thinking

A learner who actively notices, questions, and thinks flexibly to make sense of their world



Whakatutukitanga - taking action

A learner who actively participates and contributes to achieve an outcome that makes a difference.



Our guiding whakatauki for 2022

Manaaki whenua

Care for the land

Local Curriculum inquiry (ACCOS)

Where is this place? What stories does it tell? Why is it important? How can we remember it?

Manaaki tangata

Care for the people

Quality literacy practice

How do our students learn best?
What is the most effective teaching practice for them?


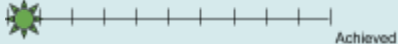

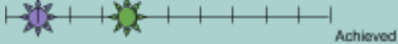
Bicultural competency

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

Haere whakamua

Go Forward

What we are striving for ...

Manaaki whenua Care for the land	Manaaki tangata Care for the people	Haere Whakamua Go Forward
Strategic Objectives <i>We will see</i>	Rationale <i>Why this is important</i>	Progress outcome <i>So that</i>
Quality literacy practice Best practice, as outlined in our curriculum handbook, ensures programmes are responsive to identified learning needs NELP 2, NELP 3, NELP 4, NELP 6	How do our students learn best? What is the most effective teaching practice for them? How do we ensure the needs of individuals are met? What cultural factors should be taken into consideration when delivering programmes?	Revitalise literacy practice at KTS to ensure an increase in the number of students achieving at or above in reading and writing. 
		90% of our year 1 students achieve at or above in reading achievement as a result of a structured literacy programme 
Te ao Māori Students have a deeper sense of who they are, where they live and how they and others came to be here. NELP 1, NELP 5,	Where is this place? What stories does it tell? Why is it important? How can we remember it?	Enriched knowledge of our local history, involving both the whenua and the tangata who have lived here over time, informs the development of a community artifact / resource that honours this knowledge. 
Bicultural competency Implementation of a cultural competency pathway (poutama) scaffolds the learning of te ao Māori (te reo, tikanga and Tiriti o Waitangi) for staff and students NELP 5	How can we better create culturally inclusive teaching environments that support the achievement of all learners and build collective bicultural understanding?	Weekly learning programmes improve individual and collective bicultural competency and capability in te reo, as evidenced in the NZCER PAT Te Reo Māori adaptive test. 

KEY:  End 2019  End 2020  End 2021  End 2022

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

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	

Progress towards achieving goals coding:

none

in progress

well developed

achieved

2022 Annual Plan

[Quality Literacy Practice Targets](#)

[Te ao Māori Target](#)

[Bicultural Competency Target](#)

Quality literacy practice

Background: Over 2021 we reviewed our teaching practice in the learning area of Maths, resulting in the collaborative construction of teaching guidelines for our Kohia Terrace School teaching handbook. This year literacy is our focus area.

We would like to boost achievement across the school by reviewing practice and considering what strategies are best for our learners. This includes examining the ways we group students for teaching and learning and also how we extend and support our ākonga. Our baseline data shows several cohorts who are not achieving as they should; our hunch is that this is a result of extended distance learning over the last 2 years.

Structured literacy has been introduced to support our youngest learners and set them on their literacy journey; we will monitor the impact of this programme.

Baseline Data

Literacy Achievement: 76% of students achieved at or above the expected standard in reading and 73% for writing at the start of 2022

Literacy Engagement: 39% of learners who are achieving at and above year level expectation would like more challenge in their reading programme and 42% in their writing programme.

Reading achievement against year level expectation for end of year 2021

Measure against year level expectation	Well below	Below	At	Above	Well above	Total at and above
Year 2 (n=47)	45%	13%	32%	8%	2%	42%
Year 3 (n=44)	9%	23%	25%	43%		68%
Year 4 (n=53)	6%	26%	42%	26%	0	68%
Year 5 (n=56)	2%	9%	55%	23%	11%	89%
Year 6 (n=51)	4%	2%	29%	61%	4%	94%
Year 7 (n=40)	5%	17%	30%	48%		78%
Year 8 (n=35)	8%	14%	51%	23%	3%	77%

Writing achievement against year level expectation for end of year 2021

Measure against year level expectation	Well below	Below	At	Above	Well above	Total at and above
Year 2 (n= 47)	45%	15%	40%			40%
Year 3 (n= 44)	9%	30%	61%			61%
Year 4 (n=53)	12%	13%	47%	28%		75%
Year 5 (n=56)	2%	11%	75%	12%		87%
Year 6 (n=51)	4%	18%	51%	27%		78%
Year 7 (n=40)	10%	15%	45%	28%	2%	75%
Year 8 (n=35)	11%	20%	60%	6%	3%	69%

Year 1 baseline data

Reading achievement at the end of year 1 in 2020 and 2021

	Well below	Below	At	Above	Well Above	Total at and above
Year 1 2020		16%	58%	26%		84%
Year 1 2021	45%	13%	32%	8%	2%	42%

Strategic Objective	Progress Outcome	Key Actions	Who	When (term)				Monitoring
				1	2	3	4	
Best practice as outlined in our curriculum handbook ensures learning programmes are inclusive and responsive to identified next steps.	Revitalise literacy practice at KTS to ensure an increase in the number of students achieving at or above in reading and writing.	Staff members attend course (optional) on effective reading programmes in the school holiday break	Alison & Nicola (ISL)					
		Literacy assessment review analysed by teams results in 5 week cycles of intervention for at risk students						
		Observations by SLT and focus group interviews identify specific areas to inquire into, linked to assessment findings						
		Targeted PLD (inquiry) including the modelling and exploration of effective reading and writing strategies						
		ISL collaborates with colleagues within ACCOS Flexible Grouping initiative sourcing ideas and strategies						
		PLD conducted with staff around introducing flexible grouping to classroom programmes						
		Coaching and further observations support teachers to modify practice						
		Effective literacy practice that extends and supports all ākonga is embedded within our classroom programmes						
		Updated literacy handbook developed						
	90% of our year 1 students achieve at or above in reading achievement as a result of a structured literacy programme	Individualised assessment conducted for all students in year 1	Kerry					
		Targeted programme delivery based on analysis of data						
		Mid-year data review and update to the board on progress - Action needed on how to record achievement data						
		End of year review of programme effectiveness						

Commentary

Te ao Māori

Background: Our Kāhui Ako is situated on a common geographical area in Central Auckland. It is important for our ākonga to learn about who came before us to this land and how it has been used and modified over time. Through a collaborative inquiry that extends to the wider community we can gather this knowledge, interpret it and communicate it in various forms through our schools and beyond.

Strategic Objective	Progress Outcome	Key Actions	Who	When (term)				Monitoring
				1	2	3	4	
Students have a deeper sense of who they are, where they live and how they and others came to be here.	Enriched knowledge of our local history, involving both the whenua and the tangata who have lived here over time, informs the development of a community artifact / resource that honours this knowledge.	This kaupapa launched at TOD with a local walking trail	Anna / Joe					
		In School Leader collaborates with ACCOS colleagues to build community knowledge of the past events and people						
		Conduct independent research into local history to build knowledge within the school						
		Contact established and maintained with University of Auckland staff with interests in local history						
		Develop a strategic overview of the mahi of this initiative						
		Plan and support teachers with the delivery of a term 3/ 4 inquiry linking to Aotearoa New Zealand Histories curriculum						
Commentary								

Bicultural Competency

Background: Our kaiako and ākonga re-embarked on our bicultural journey last year. After a great start with common phrases being heard around the school, momentum was lost due to our extended lockdown. This year we have enrolled in a programme which runs dual threads of learning for teachers and students. It is a time to re-engage with our whānau, re-vitalise kapa haka and build some new exciting traditions which acknowledge and encourage our growing bicultural competence.

Baseline Data

A sample of students from year 4-8 completed a Te reo Maori PAT test in February 2022.

This assessment looks at four aspects: vocabulary, social interaction, language knowledge and cultural knowledge. As an adaptive test it adjusts the questions according to the level of student responses. Language content goes from basic vocabulary such as colours and simple phrases through to the use of correct tenses, conjunctions and questioning at stage 5.

Students at year 1-6 are expected to be working within levels 1-3 and intermediate students within 2-3 according to Te reo Maori curriculum guidelines.

Year level (ref year)	Number of Students (Completed)	Mean Scale Score	Standard Deviation Score	Mean Stage	
4 (4)	12 / 12	40.0	11.3	1.5 (5.0)	There are five stages with a maximum potential scale score of 110. See table to the left for mean scores across the year groups.
5 (5)	10 / 10	38.2	10.4	1.0 (5.0)	
6 (6)	12 / 12	46.4	8.9	2.0 (5.0)	
7 (7)	4 / 4	47.8	11.3	1.5 (5.0)	
8 (8)	7 / 7	52.3	7.4	2.0 (5.0)	

Strategic Objective	Progress Outcome	Key Actions	Who	When (term) 1 2 3 4	Monitoring
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	Weekly learning programmes improve individual and collective bicultural understanding and use of te reo	Enrolment of staff and students into Whakamānawatia te reo Māori.	Gaylene/Anusha		
		Staff take part in reo kaiako (PLD to guide teachers in their reo journey)			
		Teachers use the resources provided by the programme (reo kura) to support weekly learning programmes (30 - 60 minutes) per week	Catherine		
		Strategies to promote the actively promote the reo of the week outside weekly lesson times are used			
		School wide building of a 'kete' of waiata is developed through regular practice			
		Termly support from Te Reo Tuatahi enhances individual and collective bicultural understanding			
		Māori whanau take part in the same programme			
		Board members take part in Whakamānawatia te reo Māori			
		Two hui with our Māori community encourages involvement of whānau in planning and practice			

		Kapahaka re-starts using appropriate alternative ways to learn and perform						
		A further initiative to support our students to be proud of their identity as Māori is developed (particularly for boys)						
		Celebrate Matariki as a kura whanau (e.g. dawn hikoi to Maungawhau followed by a community breakfast)						
		Hikairo Scheme continues to offer background support to help us monitor our progress						
Commentary								