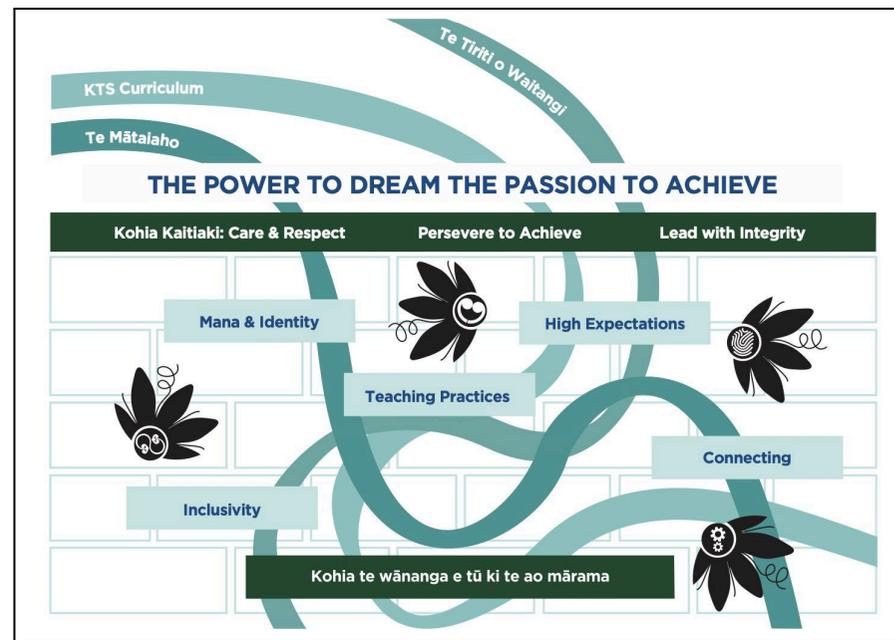




Kohia Terrace School Charter 2026- 2028

What makes Kohia Kohia?



With foundations held strong in volcanic stone, Kohia Terrace School nurtures and enriches every student. Our dedicated and inclusive small school attracts a diverse community of learners. Beneath sheltering pohutukawas, the seeds of learning flourish, growth is supported and achievements are celebrated. Our engaged community, our rich traditions and our passion for learning encourage all staff and students to aspire to individual and collective excellence.

Kohia te wānanga e tū ki te ao mārama

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

Introduction

Our School Charter is a foundational document that serves as a formal agreement between our Board and the Ministry of Education. It outlines our school's vision, mission, and strategic goals for the future. Essentially, it is our roadmap for ensuring every student succeeds, achieving to their fullest potential.

While the Charter allows us to define our unique identity, our commitment to the New Zealand Curriculum remains absolute. We continue to teach all core learning areas—from English and Maths to the Arts and Science—ensuring our students receive a comprehensive national education.

However, the Charter also allows us to weave in local priorities. Based on recent community surveys and Board-identified needs, we have established six specific areas of focus for the next 3 years.

Strategic Targets and Goals

Quality practice - literacy

Target: to strengthen literacy capability to enable all ākonga to reach their full potential



Quality practice - numeracy

Target: to extend numeracy capability across the curriculum to ensure mathematical fluency in all contexts



Attendance

Target: to improve attendance, ensuring 80% of our students attend for at least 90% of the school year



Te ao Māori

Goal: to create culturally inclusive environments that support the achievement of all learners



Hauroa

Goal: to enhance student wellbeing through mental health and social-emotional education



Science

Goal: to equip students with scientific knowledge and practices so they understand, explain, and explore our physical and biological world



Rationale for this target - <i>Why this is important</i>	Progress outcome - <i>So that</i>		
<p>Quality practice - Literacy Our English programme aims to empower students with foundational literacy, critical analysis, and creative expression. They will learn the codes of language to craft texts and understand diverse literary traditions, enabling active participation in the world.</p>	<p>a streamlined scope and sequence resource ensures consistent school wide teaching of the NZC writing knowledge and practices</p>		
	2026	2027	2028
	The development of a school wide resource will support coherent and effective writing teaching and learning practice	Embedding of a school wide resource to support the scope and sequence in writing teaching and learning	Authentic integration of literacy learning will enhance student achievement
<p>How will we know? <u>NZ English Curriculum</u>, Education and Training Amendment Act 2025.</p>	84% students who have completed 2 yrs will achieve proficient or exceeding	86% students who have completed 2 yrs will achieve proficient or exceeding	88% students who have completed 2 yrs will achieve proficient or exceeding
<p>Quality practice - Numeracy The Mathematics and Statistics Learning Area provides students with concepts and tools to investigate, represent, and connect situations, as well as to generalise, explain, and justify their findings. Mathematics and Statistics is a creative discipline that sparks curiosity and wonder.</p> <p>Links to Education requirements <u>Maths and Statistics Curriculum</u>, Education and Training Amendment Act 2025</p>	<p>the number of students achieving 'exceeding' in maths through cognitively challenging and purposeful learning opportunities is increased</p>		
	2026	2027	2028
	Weekly inclusion of 'rich routines' provide multiple exposures to maximise retention, skills and processes	A relevant, authentic and culturally relevant structured inquiry maths task is included each term	"Exceeding" students take ownership of their learning pathways, identifying how their math skills solve real-world problems.
<p>How will we know?</p>	Increase the number of students 'exceeding' to 25%	Increase the number of students exceeding to 30%	Increase the number of students exceeding to 35%
<p>Attendance There's a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in communities. This all makes society stronger and more connected.</p> <p>Links to Education requirements Stepped Attendance Response, Education and Training Amendment Act 2025</p>	<p>students attend regularly to enable skills for lifelong learning</p>		
	2026	2027	2028
	All families taking holidays during term time to email or meet with the Principal to outline the need to travel at this time.	Explore ways to ensure families continue attending school until the final day of school each year.	Continue to explore ways to ensure families continue attending school until the final day of school each year.
<p>How will we know?</p>	Improve attendance from 79% in 2025 to 80% in 2026	Improve attendance from 80% in 2026 to 81% in 2027	Improve attendance from 81% in 2027 to 82 % in 2028.

Rationale for this goal <i>Why this is important</i>	Progress outcome <i>So that</i>		
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. Links to Education requirements <i>Education and Training Amendment Act 2025</i>	meaningful integration of te reo Māori and tikanga Māori empowers our ākonga in the language and cultural knowledge of Aotearoa New Zealand		
	2026	2027	2028
	Through explicit teaching, staff and students know and understand key elements of tikanga Māori as practiced within our kura.	Students build an understanding of the school's cultural identity and that of our local area	Knowledge and understanding of turangawaewae is deepened through reo, stories and song
How will we know?	<i>Students explain the meaning and cultural importance of our karakia, whakatauki and kawa (protocols) associated with our mihi whakatau</i>	<i>Students know and express aspects of turangawaewae as it relates to the school</i>	<i>Students use some te reo Māori to tell the stories about our local area</i>
Hauora We are committed to enhancing well-being for all through regular teaching around mental health and social and emotional challenges; we encourage inclusion and the respect for diversity. Links to Education requirements <i>Education and Training Amendment Act 2025</i>	a fortnightly social-emotional programme ensures that students feel emotionally safe through mutual cultural and individual respect.		
	2026	2027	2028
	A school wide social-emotional learning programme supports pro-social behaviour in line with our value of Care and Respect	A school-wide programme teaches social-emotional skills, inclusion and respect.	A school-wide programme teaches social-emotional skills, inclusion and respect.
How will we know?	<i>Review impact of student support initiatives</i>	<i>NZCER Wellbeing survey analysis</i>	<i>Community consultation of school well-being practices</i>
Science The science learning area equips students with disciplinary knowledge and practices to understand, explain and explore the physical and biological world. Links to Education requirements Draft Science Curriculum	we cultivate deep curiosity about everyday phenomena using our school and local environment as a living laboratory for scientific inquiry		
	2026	2027	2028
	Identify and develop a biological and a physical lab zone in the school environment to promote scientific inquiry	Develop a series of hot spots around the school with big questions to promote curiosity	Explore science Local experts/ science kits, visits particularly local area

How will we know?	<i>Student voice reflects knowledge of scientific language and understanding</i>	<i>Student voice reflects increased knowledge of scientific language and understanding</i>	<i>Achievement reporting of science learning introduced</i>
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