



Kohia Terrace School Charter 2023 → 2025



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

Kohia te wānanga e tū ki te ao mārama

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

Te Mātaiaho & our Local Curriculum

How can we use key elements of Te Mātaiaho to design a local curriculum which empowers our KTS ākonga to stand and face the world (e tū ki te ao mārama)?

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>		
Localising our curriculum As we build knowledge of Te Mātaiaho, our kaiako (teachers) will strive to ensure equitable and excellent learning outcomes for all ākonga (students) by: <ul style="list-style-type: none"> • involving students and community in the co-construction of our curriculum • ensuring learners experience a rich localised curriculum which responds to who they are and where they are • continuing to build collective capability and practice of staff through relevant professional learning and development NELP 1, NELP 2, NELP 3, NELP 4, NELP 5	Planning for an effective, relevant and inclusive local curriculum empowers all our ākonga to stand and face the world through equitable and excellent learning outcomes.		
	2023	2024	2025
	Strengthen staff understanding of Te Mātaiaho and begin consultation with students and our community	Continue to consult with the community and refine our understanding of Te Mātaiaho which in turn informs the KTS curriculum implementation guide	Kaiako* implementation of our KTS curriculum ensures equitable and excellent learning outcomes for all
How will we know?	<i>Co-constructed quality practice indicators are evident in curriculum delivery</i>	<i>Community survey indicates improved community awareness and understanding of our localised curriculum</i>	<i>Real time reporting celebrates progress of all students across our curriculum</i>
Quality practice Akonga who are literate and numerate become empowered, connected and informed citizens. As we effectively strengthen capability in literacy and numeracy across the curriculum we will extend and enable all ākonga to be the best they can be. NELP 2, NELP 3, NELP 4, NELP 6	Revitalised literacy practice, connected to Te Mātaiaho, ensures all students achieve equitable, and excellent, outcomes.		
	2023	2024	2025
	School wide quality practice in writing ensures all students are making expected progress	Quality practice, across the curriculum, provides authentic contexts for literacy learning	Ongoing review of literacy achievement ensures equity and excellence
	<i>80% of students are achieving at or above expected curriculum level in writing</i>	<i>85% of students are achieving at or above expected curriculum level in literacy</i>	<i>Learning posts celebrate literacy learning across the curriculum</i>
	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)		
	2023	2024	2025
	Kaiako develop better understanding of how to enhance mathematical and statistical knowledge across the curriculum	Kaiako provide varied learning opportunities to apply mathematical and statistical knowledge across the curriculum	Explicit integration of mathematical and statistical investigation is evident
How will we know?	<i>All ākonga engage in at least one mathematical inquiry</i>	<i>Mathematical inquiry reflects components of matauranga Māori</i>	<i>Learning posts celebrate numeracy learning across the curriculum</i>

Te ao Māori Realising the intent of Te Tiriti, both 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. NELP 5	Meaningful integration of te reo Māori and tikanga Māori empowers our ākonga in the language and cultural knowledge of Aotearoa New Zealand		
	2023	2024	2025
	Authentic te reo Māori and tikanga is integrated into everyday practice	Better understanding of mātauranga Māori is visible in the design of authentic learning experiences	Ākonga led inquiry enables meaningful responses to Te Tiriti o Waitangi
How will we know?	<i>Tikanga and te reo is evident in words and actions throughout the school</i>	<i>Ākonga led inquiry reflects fundamental concepts of mātauranga Māori</i>	<i>Learning posts acknowledge mātauranga Māori within ākonga inquiry</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. This mahi will build on our school wide programme on social and emotional learning e.g. Kohia kōrero (circle time), student coaching, Mitey NELP 1, NELP 2	To be mentally healthy 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.		
	2023	2024	2025
	Working with our Mitey team, we will confirm a school wide mental health strategy which integrates through our KTS curriculum	School wide strategies are evident to support mental health in conjunction with overall well-being for ākonga and staff	Ākonga and staff wellbeing is sustained through a school wide strategy which is regularly reviewed and adapted as needed.
How will we know?	<i>The Mitey Review Tool tracks our progress in building a strategy that is fit for purpose</i>	<i>The Mitey Review Tool tracks our progress in building a strategy that is fit for purpose</i>	<i>An annual review is built into our BOT schedule.</i>

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 whanāi 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