

# **COLEY STREET SCHOOL CHARTER 2025**



**Kia Kaha, Kia Mananui**

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# OUR COLLECTIVE VISION AND SCHOOL CULTURE

**‘Be Strong with a Big Heart’ - Kia Kaha, Kia Manawanui**

## MISSION STATEMENT

**At Coley Street School we aim to provide all children with the values, attitudes, and skills for powerful lifelong learning.**

## OUR GUIDING PRINCIPLES

*At Coley Street School we uphold the beliefs of our learning community by;*

- Identifying and focusing on teaching and learning best practice for Maori/Pasifika/Priority learners
- Demonstrating the kaupapa of Taha Whanau. Taha Wairua, Taha Hinengaro, Taha Tinana all built on the foundation of whenua and incorporated into (PB4L) and curriculum refresh
- Celebrating the pursuit of excellence in academic, sporting and cultural activities
- Children inquiring into authentic and localised contexts by asking questions, exploring possibilities and problem solving using the Manaiaikalani model of ‘Learn , Create, Share’
- Encouraging children to be curious, creative and imaginative thinkers who take risks, accept challenges and learn from mistakes
- Enabling children to achieve personal excellence in all learning, through effort, perseverance and the pursuit of foundation knowledge
- Embedding ICT through Manaiaikalani into the daily programme which enhances student engagement and learning through the Learn, Create, Share model
- Empowering teachers to be practitioners of best practice, supported by effective professional growth cycles, teacher inquiry and reflection, collaboration, professional learning and well resourced learning spaces.
- Embedding structured literacy and structured maths school wide

*Our learning community is supported by an environment which;*

- Provides a secure physical and emotional context for learning
- Celebrates the bicultural identity of our school community, and develops Whanau Ora within our school and wider community
- Consults with our Raukawa Iwi and community and establishes local tikanga, protocols, stories, legends and history about significant sites.
- Regular school wide Te Ao Maori
- Provides a welcoming and inclusive environment with a genuine open door policy
- Utilising the local community partnerships and resources to support a localised curriculum and collaboration in and across schools throughout the Kahui Ako.

**Our Aim is to Develop ...Learners who understand and display ....**

<b>Te Taha Tinana</b>	<b>Te Taha Hinengaro</b>	<b>Te Taha Wairua</b>	<b>Te Taha Whanau</b>
Achiever	Confident	Friendly	Supportive
Risk Taker	Determined	Compassionate	Tolerant
Courageous	Persistent	Considerate	Loyal
Goal Setter	Purposeful	Respectful	Polite
Committed	Curious	Celebrate Diversity	Sense of Community
Excellence	Innovation	Environment	Trustworthy
Inquiring	Participate		Honesty
			Truthful
			Self Disciplined

In order to develop each ‘Coley Value’ a ‘Coley Kid’ must be able to [manage themselves, relate to others, think, use language, symbols and texts, participate & contribute](#), (the NZC Key Competencies).

# CULTURAL DIVERSITY

## BACKGROUND

Coley Street School's student roll is 56% Maori and 42% European and 2% other. Many of the children have affiliation to three local Ngati Raukawa Marae - Poutu, Motuiti and Paranui and the school has established relationships with these Marae. Consultation has been carried out with both the school whanau and the local Iwi. However the school has high expectations for all students in terms of attendance and achievement and will continue to monitor Maori / Pacifica / priority learners, to ensure their learning success through school and Kere Kere COL (Kahui Ako) data monitoring.

## PURPOSE

- To maintain on-going relationships and consult regularly with the Raukawa Iwi and Whanau to ensure parental and community expectations are understood and responded to
- To involve the Whanau and local Iwi/Hapu in the life of the school
- To monitor and further the achievement of Maori / Pasifika students
- To provide for school wide teaching of Tikanga / Protocols, Te Ao Maori and Te Reo Maori through support from Raukawa

## PRINCIPLES

- The school will be responsive to the Maori Community
- The Maori community will be represented on the Board of Trustees
- All students and staff will have opportunities to understand and respect Tikanga Maori and speak basic reo
- Opportunities will be available for students to be taught in Te Reo Maori
- The school will have high expectations for Maori student achievement and monitor their progress
- Staff will engage in professional development through Raukawa Teacher Only Days and Resource Teacher of Maori.
- Principal registered on the national Maori Achievement Collaborative. (MAC Programme)

## GUIDELINES

The school takes responsibility for initiating and maintaining processes of consultation:

- Being whanau friendly by maintaining a genuine open door policy
- Regular liaison through Kaiawhina and SENCO Lead team with the school families
- Visits to local Marae
- Meeting with local Iwi
- Home visits by Management Team / SENCO / LSC / SWIS / RTLB Liaison
- Attendance at community Tangi
- Utilising a range of communication mediums including face to face contact
- Staff regular / ongoing upskilling their Te Reo and Te Ao Maori

Involving the Maori community in the life of the school through:

- School hangi
- Kapa Haka Group and local Kere Kere Schools Festival
- Sports and Cultural Exchanges
- School Assemblies
- Powhiri/Poroporoaki
- Consultation on curriculum
- Education / Report evenings
- School Prize Giving
- Role models
- School teaching and learning programme
- Localised curriculum
- Development of our powhiri meeting site and pathway to paepae

Parents and Whanau are involved in identifying the learning needs of their children and the setting of goals for improvement:

- Parent Interviews and reporting
- IEP's
- SENCO / LSC / SWIS / RTLB
- 'Three Way Conferences' and feedback surveys
- BOT survey
- Consultation survey
- Strengthening Families
- Showcase nights / open nights

Monitor and report on the achievement of Maori:

- School review data
- Fortnightly team meetings
- 3 weekly "at risk" meetings with SENCO / LSC / SWIS / RTLB Liaison
- Management meetings
- Staff meetings
- Reporting to the community and BOT
- MOE Annual Charter and Variance Reports and target data
- Progress against curriculum levels
- Track through school and COL's data
- Attendance data
- MOE and Manaiakalani data reporting

Foster Te Reo and Tikanga Maori:

- School signage and classroom environments
- Integration of Karakia, Tikanga, Protocols and Te Reo into daily programmes
- Develop Te Awahou protocols
- Annual powhiri / term powhiri
- Developing our meeting area for Manuhiri at Powhiri with Localised Carvings / Po / new canopy to be incorporated into our refreshed Coley Vision and Kaupapa.

Promote Maori Role Models:

- Ex-students celebrating their success
- Prominent Maori members of community visiting the school
- School Leaders
- Kapa Haka Group
- The BOT will act as a good employer in terms of Section 56 of State Services Act 1988
- Scholarship Funding

Students and parents involved in the school Kapa Haka group:

- Regular practices with school wide teaching and learning
- Public performances
- Participation in regional competition
- Assemblies, Powhiri, Poroporoaki, Kapa Haka, Waiata, Mau Rakau, flax weaving

Recognise the place of Maori protocol:

Daily karakia

- Singing National Anthem in Maori and English
- Powhiri and Poroporoaki
- Tangi
- Prize Giving
- Coley Street School protocols

## Strategic Plan 2025 - 2027

STRATEGIC AIM	2025	2026	2027
<p>1. To support the achievement of all students around the priority learning areas of Reading, Writing and Maths, in relation to the New Zealand Curriculum.</p> <p>Note – ‘Expectation’ means NZ Curriculum expectation</p>	Annual targets set based on analysis of a range of 2024 data	Annual targets set based on analysis of a range of 2025 data	Annual targets set based on analysis of a range of 2026 data
	1.2 Children working at their expected curriculum level	1.2 Meeting all targets set in charter	1.2 Raising the achievement of all tamariki
	1.3 collaborative planning / coaching	1.3 Students entrenched in Learn, create share model	1.3 School wide digital fluency
	1.4 Implementing key components of Raukawa Education Plan	1.4 Transparent community consultation and implementation	1.4 Regular community partnership
	1.5 High functioning school	1.5 School of choice for local community	1.5 ERO review that is supports the high achievement
	1.6 Curriculum review	1.6 Ongoing curriculum review	1.6 Curriculum that meets the needs of our community
<p>2. To ensure we provide an environment where our school community can be activity engaged in their tamariki teaching and learning.</p>	2.1 Localised curriculum supported by the community	2.1 regular review of localised curriculum	2.1 established localised curriculum
	2.2 well functioning localised curriculum	2.2 Cohesive planning and implementation of school wide curriculum	2.2 Consolidated curriculum that meets the needs
	2.3 Iwi in ongoing supportive role	2.3 Regular consultation	2.3 Iwi partnership
	2.4 Iwi led teacher only days established	2.4 Confident connected staff	2.5 Staff eating, sleeping breathing 3 P's of the treaty
	2.5 Learn, create share model implemented	2.5 Global contributors	2.6 school wide digital fluency
<p>3. To ensure our school wide behaviour management system (PB4L) fosters an environment where tamariki develop the ability to make positive choices that lead to social and academic success supported by whanau.</p>	3.1 Continual refresh and PLD around PB4L	3.1 New kaupapa established from 2024	3.1 Vision and kaupapa actively functioning
	3.2 Ongoing high functioning school	3.2 Children achieving above expectation	3.2 Restorative practice established
	3.3 Flagship School in PB4L	3.3 Integration of new values Glasser / PB4L	3.3 School vision and kaupapa entrenched
	3.4 Maintain tier 3 status	3.4 Sustain tier 3	3.4 Regular refresh
	3.5 Regular self review	3.5 Regular refresh , review and PLD	3.5 Ongoing self review
	3.6 Ongoing review	3.6 Meeting the needs of the community	3.6 school wide consolidation
<p>4. To ensure Coley Street School is effectively governed by a Board of Trustees that supports the achievement of all students by providing quality resources and facilities.</p>	4.1 Genuine community driven curriculum	4.1 Meeting the community needs	4.1 genuine partnership with home, school and BOT
	4.2 High functioning school	4.2 High Functioning school	4.2 Flagship low decile school
	4.3 Ongoing review	4.3 BOT that is reflective of the community demographics	4.3 Well functioning BOT
	4.4 Charter driven by students data / Iwi / community and school	4.4 Charter that is reflective of our community	4.4 Meeting the ever changing community demographics

5.1 To ensure we support the health and well-being of students staff and whanau	5.1 Health and well being of tamariki paramount above all else	5.1 Policies and procedures in place	5.1 Regular review of all policies and procedures
	5.2 Children achieving at expectation	5.2 Children achieving above expectation	5.2 High functioning school
	5.3 Effective support for learning behaviours	5.3 entrenched school values and kaupapa from 2024 PLD	5.3 Consolidate vision, kaupapa and signage
	5.4 Ongoing review of all policies	5.4 Ensuring school schooldocs policies meet our needs	5.4 Effective evaluation
	5.5 Safe supportive environment evident	5.5 Health and well being is paramount	5.5 Regular review of policies and procedures on health and well being
	5.6 Refresh policies and procedures	5.6 Ensuring our school PB4L system is refreshed	5.6 PB4L team established with will functioning systems
	5.7 Student voice around health and wellbeing strategies	5.7 Student led health and well being initiatives	5.7 Consolidation of student led health and well being initiatives



# ANNUAL PLAN 2025

## STRATEGIC AIM ONE

To support the achievement of all students, around the priority learning area of Writing in relation to the New Zealand Curriculum.

BASELINE DATA (based on 2024 data):

With our school wide shift to **Maths! - No Problem**, (based on Singapore Research), we are committed to the key strategies of the change in pedagogy. ( whole class teaching using the CPA model) - concrete, pictorial, abstract, workbooks and textbooks, collaboration, regular use of maths language, keeping all ideas written on the whiteboard, all students working on the same problem and learning to decipher maths problems, learning maths language.

We have spent 120 hours on facilitated workshops developing our **localised curriculum** and invested heavily in the **Manaiakalani Programme** focusing on digital fluency and the 'Learn, Create, Share' model.

### Annual Targets for 2025 based on 2024 End of Year Data (writing only)

Improving writing through motivation and engagement will be our 2025 goal as we align our PLD focus of embedding our localised curriculum into subject areas. Using the Manaiakalani process of **Learn, Create, Share**, students will become competent writers who can articulate their experiences and storytelling through written and visual text.

### Writing :

To shift target students from year 6-8 who have not previously been involved in structured literacy.

Year 6 - 2 students to shift 3 sublevels by the end of 2025 from 2a-3a

Year 6 - 6 students to shift 2 sublevels by the end of 2025 from 3b- 3a / 4b

Year 7 - 7 students to shift 3 sublevels by the end of 2025 from 3b- 4p

Year 8 - 4 students to shift 3 sublevels by the end of 2025 from 3a-4a

### Planning and Assessment

All teachers plan collaboratively and moderation will be completed using the PAT and E- Asttle assessment tools in middle / senior school.

Phonological Awareness screening at junior school.

OTJ's will be made by teachers using a range of data including standardised testing.

All assessments required by MOE and Manaiakalani will be aligned.



## STRATEGIC AIM ONE

To support the achievement of all students around the priority learning areas of reading, writing and maths in relation to the New Zealand Curriculum.

AIM 1 TARGETS FOR 2025	Actions to achieve targets	Led By	Budget	Timeframe
1.1 Annual targets set based on the analysis of a range of data in reading, writing and maths	Collate and analyse 2024 data and identify trends around ethnicity, gender and age. Set targets and budget in strategic plan	BOT / Principal / staff		Prior to March 1st
1.2 Priority learners will be identified and appropriate intervention programmes implemented incorporating whanau and school	Support network of SENCO, SWIS, LSC and RTLB to discuss target learners and applications for interventions and ICS.	SENCO / Principal / staff / support staff		Prior to 1st March
1.3 On-going PLD with best practice strategies in teaching and learning consolidated	Specific PLD around localised curriculum, no problem maths, Structured literacy, Manaiakalani, MAC programme, PE	Principal / DP	\$29,000	Ongoing
1.4 Established School wide teaching and learning strategies will be evidenced by student achievement and engagement	Collaborative teaching and learning in Manaiakalani, No Problem Maths, structured literacy and Localised curriculum	Staff		Ongoing
1.5 Student / teacher / whanau partnerships will be evident with strong levels of shared learning and communication	3 way conferences with a commitment from all parties to be partners in the student learning	Teachers		Ongoing
1.6 Curriculum review and implementation will continue	Ongoing review and data analysis	Principal / staff / BOT		Ongoing

## STRATEGIC AIM TWO

To ensure we provide an environment where our school community can be actively engaged in the tamariki's teaching and learning.

AIM 2 TARGETS FOR 2025	Actions to achieve targets	Led By	Budget	Timeframe
2.1 Whanau will play an active role in localised curriculum	Engage local Iwi / community resource people, companies and resources	Principal / staff	\$1,500 for community engagement	Ongoing
2.2 Established protocols for whanau engagement will be evident	Regular consultation and everyone aligned through Raukawa Teacher Only Days	Senior management / staff		Ongoing
2.3 Consolidated consultation processes will be established as an aspect of self-review	Raukawa / community representatives included in consultation	Principal / BOT		Annually or as required
2.4 School protocols for powhiri and hosting will be a regular event	Establish school wide protocols that are appropriate in a school setting	Staff / Iwi		Annual review
2.5 Established processes for open dialogue between home and school	Communication occurs across a number of formats that are inclusive and effective	Principal / Staff		Ongoing

## STRATEGIC AIM THREE

To ensure our school wide behaviour management system (PB4L) fosters an environment where tamariki develop the ability to make positive choices that lead to social and academic success supported by whanau.

### BASELINE DATA:

The established PB4L team is continuously gathering data in relation to play ground and in class behaviour. This data and information is being used to inform the direction and changes being made to the school wide behaviour management system.

AIM 3 TARGETS FOR 2025	Actions to achieve targets	Led By	Budget	Timeframe
3.1 School-wide behaviour management system embedded within the school community	Ongoing communication, PLD and tier 2 / 3 training	PB4L team / coach	\$4,000	End of term 1
3.2 School community will demonstrate a clear understanding of the school wide behaviour management system	Encouraging whanau / business community to use common PB4L language with Maori Kaupapa	PB4L Team		ongoing
3.3 Noticeable progress in student achievement as a result of PB4L system	Students making accelerated progress in class throughout 2025 as a result of engaged children	PB4L team		ongoing
3.4 Restorative practice will be an integral aspect of behaviour management	Attending tier 2 / 3 training with all staff	PB4L Team		Throughout 2025-6
3.5 Ensure all documentation regarding PB4L is well communicated and evident in the school environment	Ensure school signage is clearly seen and understood and PB4L data shared amongst staff and students	PB4L team / BOT		End of 2025
3.6 PB4L is an integral aspect of the Coley Street School community	PB4L is fully integrated across all school communication and constantly reviewed and refreshed	PB4L Team / Principal / BOT		Ongoing

## STRATEGIC AIM FOUR

To ensure Coley Street School is effectively governed by a Board of Trustees, that supports the achievement of all students by providing quality resources and facilities.

Aim 4 Targets for 2025	Actions to achieve targets	Led By	Budget	Timeframe
4.1 The BOT will continue to consult with the school community to formulate the 2023 – 25 charter	Invitation to participate in the writing the charter and consulting with our community will be evident			Ongoing
4.2 The BOT will review the effectiveness of their strategic planning	At specific times in the year BOT will review their effectiveness	Chairman / Principal		2 times annually
4.3 The BOT will evaluate the effectiveness of their governance process	Through a review process and analysis of variance			Start of each year
4.4 The BOT will use the achievement data to make strategic decisions	BOT will identify noticings and trends in data	Principal / DP		Data discussion at end of each term and data analysis end of the year
4.5 The BOT will consult with the school community to review the 2025-7 charter	Through newsletter, survey, facebook, website., Face to face	Principal		ongoing
4.6 The BOT will provide a safe physical and emotional environment	Ensuring policies are regularly reviewed and updated and maintaining an accident / complaint register	Principal / office manager		Ongoing

## STRATEGIC AIM FIVE

To ensure we support the health and well being of students, staff and whanau

Aim 5 Targets for 2025	Actions to achieve targets	Led By	Budget	Timeframe
5.1 To analyse PB4L data and identify behavioural patterns	Fortnightly analysis of behavioural data	PB4L Data analyser	\$7,600 Hospitality and School lunch survey	
5.2 Through support programmes there will be a focus on health and well being for our community	Fortnightly meetings for our support network, SENCO, LSC, SWIS, RTLB	SENCO		ongoing
5.3 Through the school support networks ensure the required support for whanau is available	Early identification of student, whanau at risk / needs analysis	SENCO		ongoing
5.4 Ensure policies and procedures are in place for staff well being	Regular dialogue with School Docs for latest policies	BOT / Principal ? staff BOT Rep		ongoing
5.5 To ensure student physical and emotional safety is a priority	Duty staff are effective and there is regular communication across staff, students and whanau	Principal		ongoing
5.6 Policies and procedures in place for safe use of digital technology	ICT contract signed by students and parents and regular student education around ethics	ICT coordinator		annually

This charter document is the culmination of newsletter surveys, student voice, teacher, parent / whanau, community, Iwi consultation and Board of Trustees, working together for the betterment of the Coley Street School Community. It also links with the Raukawa Education Plan and Kahui Ako levers of change (1) seamless pathways, (2) adaptive, Innovative teaching and learning strategies, (3) meaningful relations & (4) Holistic well being. In 2025 the Kahui Ako focus is on Trauma Informed Practice / assessment practices We have also refreshed our localised Coley Curriculum with Maori Pou for our school kaupapa and values, which replace the Coley Hearts.

The Whare Tapa Wha model of Hauora encompassing the 4 pou of Te Taha Whanau, Te Taha Hinengaro, Te Taha Wairua, Te Taha Tinana has been implemented with a foundation of Whenua. We will continue our 4 year journey of structured literacy and structured maths along with maintaining our involvement as a Manaiakalani School in digital capability.