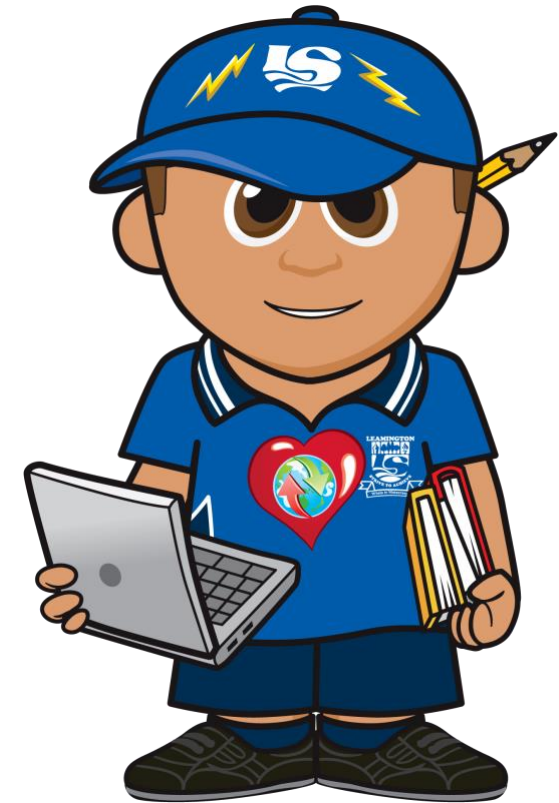


# Leamington School Charter

2020 - 2023



Kia aro ngaatahi ki anamata  
Creating futures together

Partnering with

WAIKATO  
TAINUI



# Leamington



Within a caring and inclusive environment that values both excellence and creativity, we use our COG's and Virtues to develop the skills to be;

- ✓ Problem Solvers
- ✓ Emotionally Intelligent
- ✓ Risk Takers
- ✓ Communicators
- ✓ Social Entrepreneurs
- ✓ Ambiguity Navigators
- ✓ Global Citizens

Nga Awa Whakatere	Nga Awa Mauri ko	Nga Awa Kaurori	Poutama
High impact practices benefiting all children across the school	High impact practices are noticeable for every learner every day.	<ul style="list-style-type: none"> <li>Strengthening reflective practice capability</li> <li>Develop strategies to support emotional well being</li> <li>Develop tools to tether High Impact practices to task design incorporating culturally responsive, cognitive, and digital practices</li> </ul>	<ul style="list-style-type: none"> <li>90% of Yr. 4- 6 children noticing high impact practices in task design by 2022</li> <li>Parents able to voice noticeable key markers of high impact practices</li> </ul>
Strengthening parental partnerships	Working in partnership to value, strengthen and extend aspirations and possibilities for tamariki/mokopuna.	<ul style="list-style-type: none"> <li>Extend systems for whanau, kaiako and tamariki/mokopuna to partner in educational pathways</li> <li>Design and implement opportunities to allow whaanau and kura to work together to understand the rationale and benefits of educational practice</li> </ul>	<ul style="list-style-type: none"> <li>90% of priority children reaching learning goals of whaanau each term by 2022</li> <li>80% of whaanau &amp; Maaori children in Yr. 4-6 can identify 5 artifacts / practices that speak to Te Ao Maaori poutama by 2022</li> </ul>
Growing and sustaining leadership capability	Leaders at all levels feel both confident and equipped to demonstrate intentional high impact leadership.	<ul style="list-style-type: none"> <li>Development of existing and emerging leadership</li> <li>Focus leadership time and energy into areas that directly speak to identified high impact areas</li> <li>Create intentionality of leadership strategies</li> </ul>	<ul style="list-style-type: none"> <li>4 out of 5 team members notice intentional high impact practice reflecting schoolwide expectations of leadership in team, focus, Tuuhura groups by 2022</li> </ul>



Creating futures together **Kia aro ngaatahi ki anamata**

# Leamington - Creating Futures together

## Kia aro ngaatahi ki anamata

				Beginning	Scaffolding	Embedding		
Nga Awa Whakatere (Rivers to Navigate)	Nga Awa Mauri Au (Success for our group would be described as..)	Nga Awa Kaurori (Pivot points of each river)	Kia huatau o nga pito mata (To realise the potential)	Kei roto (Internal markers)	Kei waho (External Markers)	Timeline of implementation		
						2020	2021	2022
Create consistency of high impact practices	High impact practices are noticeable for every learner every day.	Strengthening reflective practice capability	Identify key literature underpinning pedagogy and schema	Key literature identified as foundation piece for each pedagogical approach				
			Identify high impact practices that need to be consistent for all learners	2 - 3 essential high impact practices identified in each area	90% of Year 4- 6 children voice noticing high impact practices in task design by 2022			
			Teacher progressions developed to clarify intentionality of practice	Teachers self assess against progressions to set inquiry goals				
		Develop strategies to support emotional well being	Supporting teachers across the school to impliment identified high impact practices	Specific programs in place to support automaticity of high impact practices in task design that identify change needs	90% of Year 4- 6 Learners voice noticing high impact practices in task design by 2022			
		Develop tools to tether High Impact practices to task design incorporating culturally responsive, cognitive, and digital practices	Develop parent resources to help explain the benefits of educational practice in high impact areas	Resources shared each term in one area with whaanau about benefits of educational initiatives	Parents able to voice noticable key markers of high impact practices			
Growing and sustaining leadership capability	Leaders at all levels feel both confident and equipped to demonstrate intentional high impact leadership.	Development of existing and emerging leadership	Coaching and Mentor focus group and team leaders to understand impact of their leadership	4 out of 5 Leaders feel they are demonstrating intentional high impact practice against schoolwide expectations of leadership by 2022	4 out of 5 teachers notice intentional high impact practice of schoolwide expectations of leadership in team, focus, Tuuhura groups by 2022			
			Pulsechecks seen as a valuable use of time for leaders to strengthen their leadership practice	4 out of 5 leaders indicate pulse checks are a valuable use of time over the entire year by 2022				
			Create opportunities for emerging leaders to prepare for future roles	Scanning for opportunities to bring new leaders into both formal and informal responsibility	E8 questions of employee satisfaction or Gallup Q12			
		Focus leadership time and energy into areas that directly speak to identified high impact areas	Focus Group leadership group aligns key priorities across the school	Participation in Focus group leadership team to create cohesion of high impact areas	90% of Teachers voice clear cohesion of focus group areas by 2022			
			Create clarity of Main function of Tuuhura team high impact areas and develop disciplines to invest in realising those impacts	Self assess against identified dimensions, time spent, impact having.	4 out of 5 members in leadership responsible voice noticing impact in high impact leadership areas(SLT and Focus groups) by 2021			
			Develop and use assessment tool to audit time spent and impact realised	Development of a self assment tool for leaders against Tuu Rangatira framework in different leadership pipelines				
Create intentionality of leadership strategies	Book studies on effective leadership	Completed a book study annually on effective leadership	4 out 5 people involved in book study voice that investment in time was useful and had a positive impact on their leadership impact.					
		Develop and use Tu Rangatira assessment tool to help understand leadership impact	Development of a practical tool of intentional strategies underpinned by Tu Rangatira	4 out of 5 team members notice intentional high impact practice of schoolwide expectations of leadership in team, focus, Tuuhura groups by 2022				
Strengthen parental partnerships	Whaanau and kaiako work in partnership to value, strengthen and extend aspirations and possibilities for tamariki/mokopuna/rangatahi.	Extend systems for whanau, kaiako and tamariki/mokopuna to partner in educational pathways	Meeting with target student families each term to establish, reflect on and develop plans for progress in areas identified by each family.	Meeting with whaanau of priority students individually each term to establish learning and learner goals	90% of Priority children reaching learning goals of whaanau each term by 2022			
			Mana whenua whaanau can identify specific aspirations they have for te reo maaori me ona tikanga, me ona korero	9 resources of local stories being used within classes, Waikato reo me ona tikanga heard and seen within each class and across the school by 2022	80% of whaanau voice noticing 5 practices within school that reflect practices and artifacts from identified poutama by 2022			
			Develop tools and specific understanding of practices that allow Maaori to expereince success as Maori is held across the school.	Specific programs in place to support automaticity of high impact practices in task design that identify change needs	80% of Maaori in Year 4-6 can identify things that happen within the school that speak to Te Ao Maaori poutama 2022			
		Design and implement opportunities to allow whaanau and kura to work together to understand the rationale and benefits of educational practice	Create tools and opportunities to help parents understand progress reporting	3 posters per term in newsletter/facebook plus 3 outdoor posters by 2022				
			Create and make avaiable education resources and opportunities to help whaanau understand the changing nature of society and educational shifts that are required as a result	3 posters per term in newsletter/facebook plus 3 outdoor posters by 2022	90% of parents indicating they used information provided to help shape decision making by 2022			
		Faciliate opportunities to engage with parents to help understand the educational rationale and benefits to be able to support their children	Parent information oppounitnes twice per year to allow parents to understand, support and make informed choices about supporting edcuaitonal needs of each child					

### National Educational Priorities

- Highest standards of achievement for all NEG 1, 2, 6
- A safe learning environment NEG 1
- Improved outcomes for Maaori NEG 2, 9, 10
- Improved outcomes for students at risk NEG 2, 7
- Development of the knowledge, understanding and skills needed to compete successfully in the modern, ever-changing world. NEG 3
- Improved literacy and Numeracy NEG 5
- Balanced curriculum with priority on competence in science, technology and Physical Activity NEG 5
- Increased use of digital tools to support teaching and learning NEG 5
- Dependable student achievement information used to inform reviews of teaching and learning programmes NEG 6
- Focus on child progress and attainment in reporting and formative assessment practises NEG 6 (summary of National Education Priorities for NZ)

### Maaori Culture within our School

*At Leamington School we recognise the unique position of Maaori within our school.*

- Partner with Ngati Koroki Kahukura and Waikato-Tainui to create the conditions to allow "Maaori to achieve success as Maaori" as defined within the Whakatupuranga 2050 - Te Mana Maatauranga as all Waikato-Tainui tribal members committed to the Kiingitanga, fluent in Waikato reo me oona tikanga, able to transition into meaningful career pathways, knowing their whakapapa and being connected to their marae.
- Continue implementation of Ka Hikatia, Tataiaiko, and considering leadership through the lens of Tuu Rangatira,
- Build partnerships with Whaanau, including developing a plan for Tikanga, Reo, Whakapapa and Wairua across the school in verbal and visual medium
- Strengthen and extend Kapa Haka across the school and opportunities for all children to be involved
- Consult and include our Maaori community on Educational matters,
- Invite Maaori performers where possible,
- Follow local tikanga, especially in the area of welcoming, and opening new areas,
- Explore the possibility of building towards a Reo Rua learning environment built on the Maatauranga Aotearoa curriculum.
- Explore ways to embed key cultural pedagogies for all learners

### Improving Child Success

Outcomes Priorities 2020 - 2023

- 95% of both Maaori and Non-Maaori Achievement Challenge children reaching their learning goals in reading, writing and math.
- 95% of both Maaori and Non-Maaori Achievement Challenge children reaching their Hauora (Leamington Learner) goal.
- Increase emotional intelligence and overall happiness for every child
- 85% of Year 6 students working within or above curriculum level 3 by the end of the school year
- Dashboard data indicates 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6.

#### Process Priorities in 2019 to support success

<ul style="list-style-type: none"> <li>• High impact practices benefiting all children across the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ 90% of Yr. 4- 6 children noticing high impact practices in task design by 2022</li> <li>✓ Parents able to voice noticeable key markers of high impact practices</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthening parental partnerships</li> </ul>	<ul style="list-style-type: none"> <li>✓ 90% of priority children reaching learning goals of whaanau each term by 2022</li> <li>✓ 80% of whaanau &amp; Maaori children in Yr. 4-6 can identify 5 artifacts / practices that speak to Te Ao Maaori poutama by 2022</li> </ul>
<ul style="list-style-type: none"> <li>• Growing and sustaining leadership capability</li> </ul>	<ul style="list-style-type: none"> <li>✓ 4 out of 5 team members notice intentional high impact practice reflecting schoolwide expectations of leadership in team, focus, Tuuhura groups by 2022</li> </ul>

# Leamington School Charter 2020- 2023



Creating futures together  
Kia aro ngaatahi ki anamata

### Goals

**People**—provide pathways for all people to develop to their highest potential.

**Curriculum**—achieve Curriculum expectations in Numeracy and Literacy through stimulating, effective teaching and learning techniques.

**Community Partnerships**—nurture and develop meaningful relationships between families and school to support student achievement and personal development.

**Physical Resources**—Create and maintain a learning environment that allows students to achieve to their highest potential through stimulating, safe, well equipped resources.

**Financial**—manage funds effectively to support student achievement and the strategic plan.

**Future Focused**—develop skills required for success and happiness in a constantly changing world.

**Community of Learning**— Involvement in Te Puna o Kemureti to strengthen learning pathways and outcomes for all learners.

### Special Needs / GATE / Cultural Diversity

- ✓ Special abilities programs in place.
- ✓ B.O.T. funding for Reading Booster Groups
- ✓ Monitoring and fund Special Needs students
- ✓ Employ Math Support teacher
- ✓ Fully release SENCO
- ✓ (Remedial and Gifted / Talented) through data collection / analysis
- ✓ Booster groups for identified at risk children in Literacy and Numeracy
- ✓ Link with Pat Ave

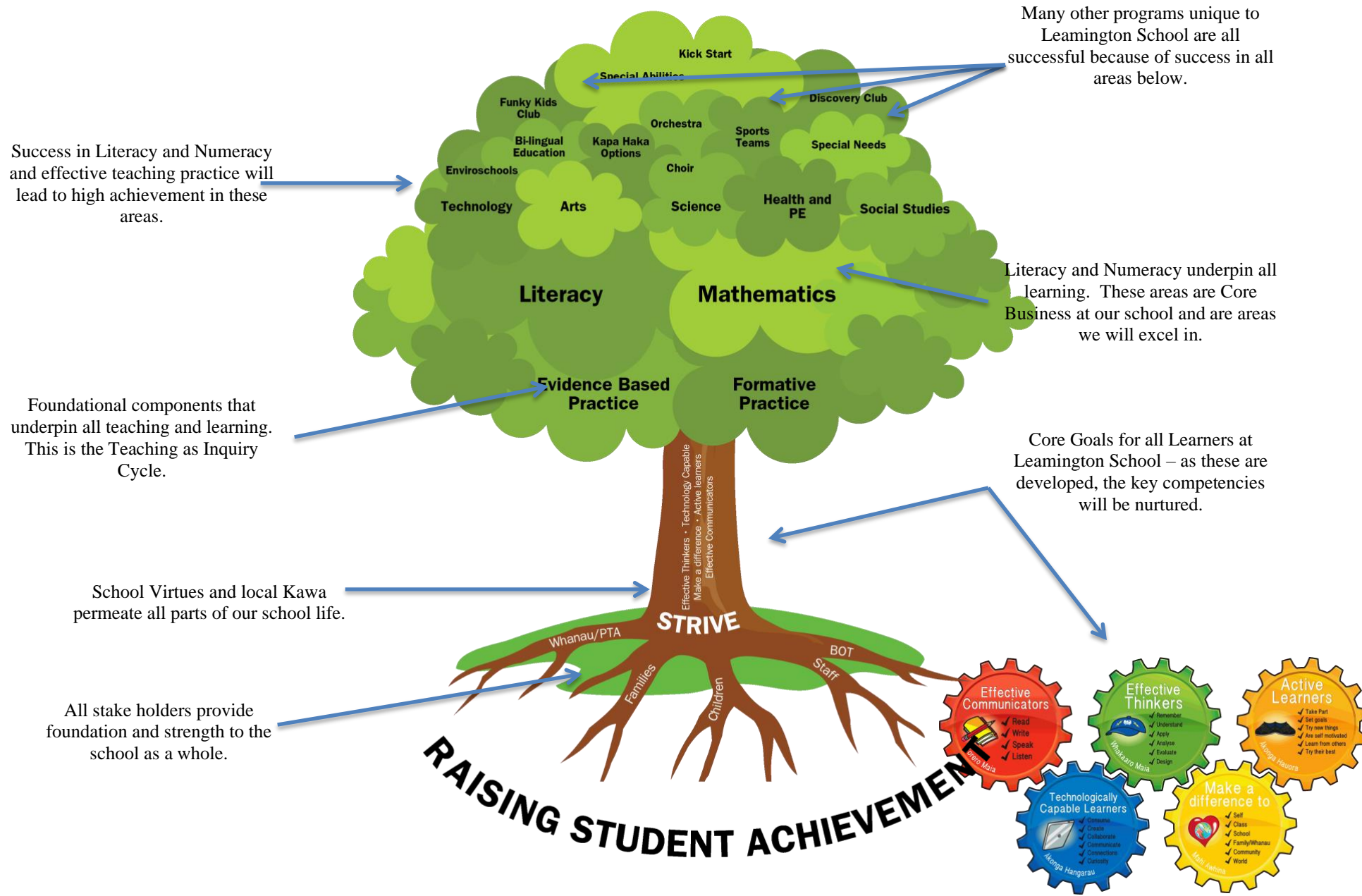
### Strive by



### to succeed in being



# Leamington School Vision / Strategic Plan 2019 - 2021



Many other programs unique to Leamington School are all successful because of success in all areas below.

Success in Literacy and Numeracy and effective teaching practice will lead to high achievement in these areas.

Literacy and Numeracy underpin all learning. These areas are Core Business at our school and are areas we will excel in.

Foundational components that underpin all teaching and learning. This is the Teaching as Inquiry Cycle.

Core Goals for all Learners at Leamington School – as these are developed, the key competencies will be nurtured.

School Virtues and local Kawa permeate all parts of our school life.

All stake holders provide foundation and strength to the school as a whole.

# Leamington School Strategic Plan 2020 - 2023

## NAG 1— Curriculum (Long term goals to raise levels of student achievement and reduce disparity)

### Core Curriculum Areas

- 95% of both Maori and Non-Maori Achievement Challenge children reaching their learning goals in reading, writing and math.
- Increase emotional intelligence and overall happiness for every child
- 85% of Year 6 students working within or above curriculum level 3 by the end of the school year
- Dashboard data indicates 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6.

### Self-Reflective learners

- 95% of both Maori and Non-Maori Achievement Challenge children reaching their Hauora (Leamington Learner) goal.

**Language of Learning** – the language of learning embedded into our school culture (COGs, Leamington Learners)

**Assessment issues**—students receiving regular and specific direction to assist with next steps in learning.

Using data to drive learning opportunities / programmes

**Partnerships**—parents / caregivers actively engaged / participating in their child's education

Preschool relationship programme formed with parents / children to help prepare and educate both parents and children for starting school

**Task Design** – learning experiences that strengthen cognitive development for future attainment

**TPoK**—Effective practice that raises achievement for Boys and Maori shared within and between schools

**Health**—100% of students participating in regular quality physical activity that develops movement / co-ordination skills

**After / Before School Care**—Engaging and safe programme that reflects culture / expectations of Leamington School

**Curriculum Implementation**—NZ Curriculum implemented / embedded in school culture

Learning focus that places emphasis on depth of thinking / creativity and uses digital tools to extend this learning further

Key areas of learning identified, action plan in place to ensure identified key areas are scaffolded across school

**Special abilities**—programmes in place to extend classroom programme and individual talents of students

**Making a difference** —all children regularly & actively engaged in activities that promote making a difference in their community

**Special needs**—learning needs identified and programmes in place through working with identified agencies for funding and learning direction

**Reporting**—student lead conferences developed as a key form of reporting and empowering student involvement in their own learning

**QLE** – maximising learning spaces to maximise children's learning potential and teacher reflection.

## National Educational Priorities

- ✓ Highest standards of achievement for all NEG 1, 2, 6
- ✓ A safe learning environment NEG 1
- ✓ Improved outcomes for Maori NEG 2, 9, 10
- ✓ Improved outcomes for students at risk NEG 2, 7
- ✓ Development of the knowledge, understanding and skills needed compete successfully in the modern, ever-changing world. NEG 3
- ✓ Improved literacy and Numeracy NEG 5
- ✓ Balanced curriculum with priority on competence in science, technology and Physical Activity NEG 5
- ✓ Increased use of ICT in teaching and learning NEG 5
- ✓ Dependable student achievement information used to inform reviews of teaching and learning programmes NEG 6
- ✓ Focus on student achievement in reporting and formative assessment practises NEG 6
- ✓ (summary of National Education Priorities for NZ)

- Continual development of 6 “C”s, critical thinking, student lead conferences.
- Review and refine Policies and procedures.
- Community Engagement—regular consultation reporting and engagement with community to reflect community educational priorities and aspirations.
- Continually review digital capability and in meet current and future educational needs of children.
- Enrolment scheme.
- Meet legislative requirements.

- Develop agile QLE spaces in existing classroom spaces, develop outdoor learning environments, refurbish - from 5YA and locally raised funds.
- Constantly monitor, review, budget for all curriculum, with a focus on literacy, mathematics, ILE and digital learning opportunities.
- Increased use of and access to digital tools to compliment learning through 6 “C”s
- Ensure there are sustained funds to support the strategic direction of the school
- Manage school property with a focus on allowing students / teachers to function in an attractive, colorful, well managed learning environment both in an out of the class with an ever increasing roll.
- Apply to Charitable organizations to supplement school

- Staff regularly involved (leading and participating) in Professional Development (in school and out of school).
- Staff provided with release time to focus on student achievement in focus areas.
- Appraisal process clearly defined and in place across school focusing on providing pathways for teachers to refine classroom practice (PLIC Process).
- Culture of Teaching as Inquiry and coaching embedded into school to continually refine teaching practice.
- Induction of new teachers ensures areas of importance to the school are consistent for all learners.
- PLIC encourages, supports and scaffolds effective practice.

- Monthly review of school facilities.
- Review Health and Safety Procedures as necessary.
- Health and Safety reports to Board of Trustees as required. Action concerns raised as necessary.
- First aid training for staff as necessary.
- Review and modify behaviour management procedures as necessary.
- Maintain accident register and investigate accident trends.

## Physical Resources and Finance

## Health and Safety

NAG 2  
Strategic Planning & Review

NAG 3  
Personnel

NAG 4

NAG 5

# Leamington School Strategic Plan 2020—2023

## Core Goals—our answer to the Key Competencies

Key competencies are the skills, attitudes, knowledge and values that children use independently and automatically in all areas of learning and day to day life. The key competencies permeate everything that children learn, do, and live by. We believe that by focusing on key virtues, essential skills / knowledge children need for their future, and the skills / process effective learners bring to all learning, we will develop the key competencies in the children of our school and develop confident, connected, actively involved lifelong learners.

**Strive by...**

*Practising the virtues of...*

**ReSpect**

**Honesty**

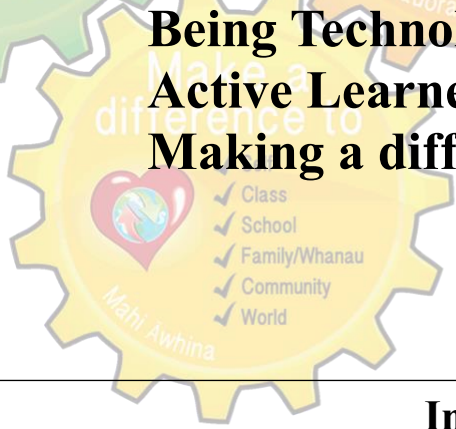
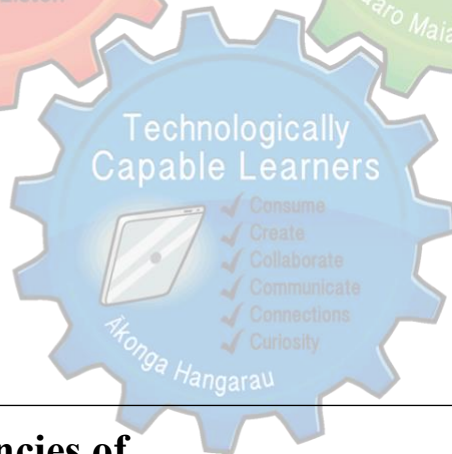
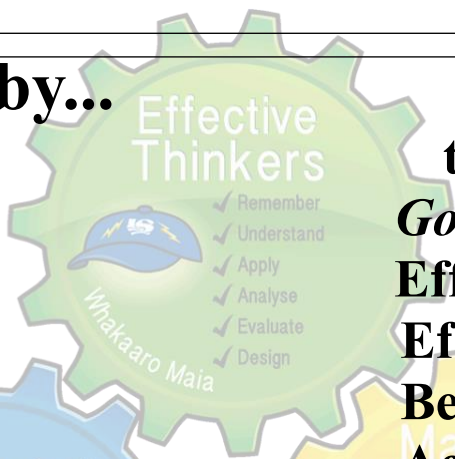
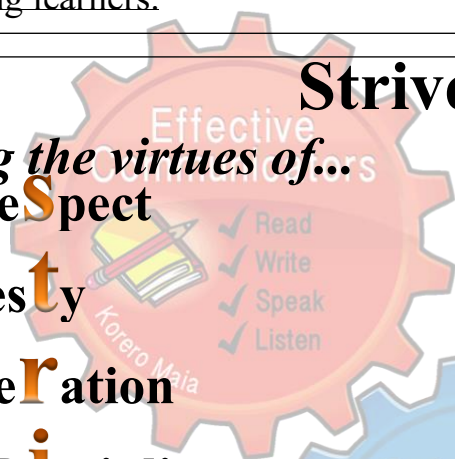
**Co-operation**

**Self Discipline**

**Creativity**

**Excellence**

**Resilience**



**to develop in every child the Core Goals of ...**

**Effective Thinkers**

**Effective Communicators**

**Being Technologically capable**

**Active Learners**

**Making a difference**

**Will develop the competencies of ...**

- Using language, symbols , texts
- Thinking
- Managing self
- Relating to others
- Participating and contributing

**In the areas of**

- ✓ Literacy
- ✓ Mathematics
- ✓ Health
- ✓ Social Sciences
- ✓ Science
- ✓ Technology
- ✓ Maaori
- ✓ Arts

## Ngaa Tikanga (Values)

All that we do is underpinned by the unifying principles of Kiingitanga:

**WHAKAITI** - Humility

**WHAKAPONO** - Trust and Faith

**AROHA** - Love and Respect

**RANGIMAARIE** - Peace and Calm

**MANAAKITANGA** - Caring

**KOTAHITANGA** - Unity

**MAHITAHI** - Collaboration

## Strategic Objectives

### KIINGITANGA

“Whaiaa ko te mana motuhake”

### TRIBAL IDENTITY & INTEGRITY

“Ko Tainui te waka, ko Taupiri te maunga, ko Waikato te awa, ko Pootatau te tangata

Waikato taniwharau, he piko he taniwha, he piko he tanwiwha”

### TRIBAL SUCCESS

“Ki te moemoeaa ahau ko ahau anake; ki te moemoeaa taatou ka taea e taatou”

### TRIBAL SOCIAL AND ECONOMIC WELLBEING

“Kia niwha te ngaakau ki te whakauu, ki te atawhai i te iwi”

“I am committed to  
*Kiingitanga*, fluent in  
*te reo Maaori*,  
strong in my *tikanga*, healthy,  
well educated and  
financially secure”





# Whakatupuranga 2050

WHAKATUPURANGA 2050 IS THE TRIBAL BLUEPRINT FOR WAIKATO-TAINUI THAT ARTICULATES THE ASPIRATIONS OF CULTURAL, SOCIAL AND ECONOMIC ADVANCEMENT FOR OUR PEOPLE.

It is a fifty-year long development approach towards building capacity within our marae, haapu and iwi. Whakatupuranga 2050 is a legacy for the next generations. The Waikato-Tainui Education Plan is directly informed by and aligned to Whakatupuranga 2050, which provides the benchmarks for measuring success. The Education Plan supports the realisation of Whakatupuranga 2050 through the empowerment of whaanau to determine destiny and success, as Waikato-Tainui.



## Te Whakakitenga (Vision)

**Our vision is inspired by  
Kiingi Taawhiao:**

*Maaku anoo e hanga tooku nei whare  
Ko ngaa pou oo roto he maahoe, he  
patatee*

*Ko te taahuuhuu he hiinau*

*Me whakatupu ki te hua o te rengarenga*

*Me whakapakari ki te hua o te kawariki.*

*I shall build my house from the lesser  
known trees of the forest.*

*The support posts shall be maahoe and  
patatee, and the ridge pole of hiinau.*

*My people will be nourished by the  
rengarenga and strengthened by  
the kawariki.*

## Te Ahunga (Mission)

**Our purpose is captured in the  
words of Princess Te Puea:**

*Kia tupu, kia hua, kia puawai*  
To grow, to prosper, to sustain.

