



Swanson School Charter

2021 - 2023

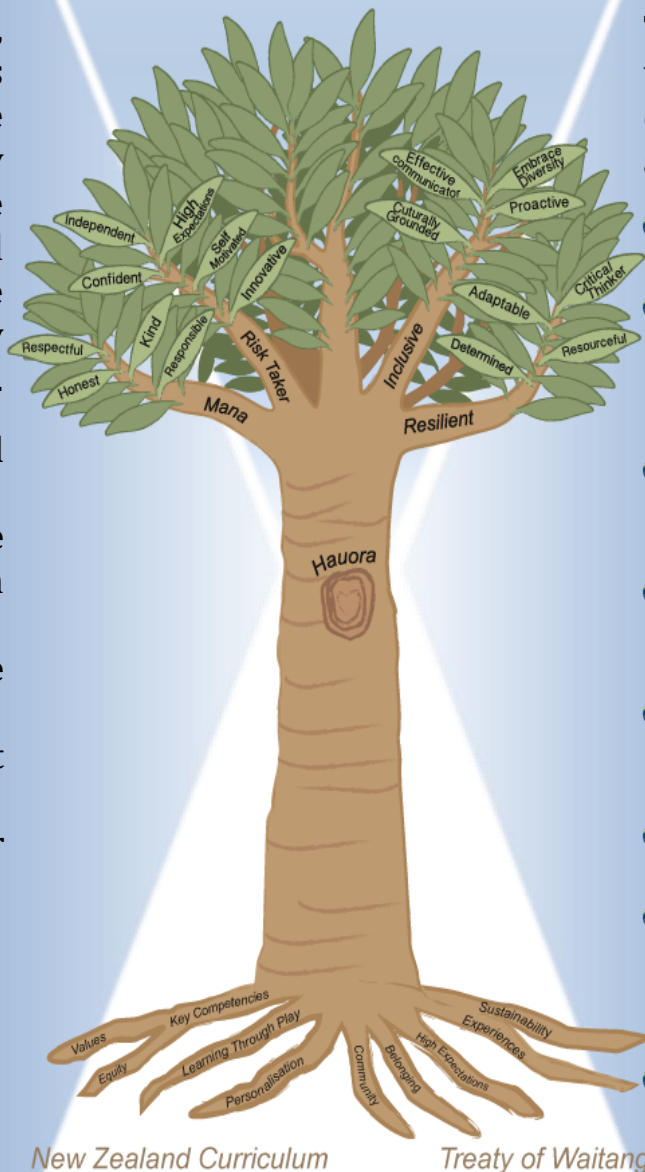


Our Values

In consultation with our community, these values are our deeply held beliefs about what is important. Whilst we acknowledge values cannot be 'taught' by a school, we accept the validity of the obligation to 'encourage, model, and explore' these values and the importance of them being expressed in everyday actions and interactions within the school.

- 🌍 **Respect** – for self, for others, and human rights
- 🌍 **Responsibility**– to aim high, to be innovative and inquire participation for the common good.
- 🌍 **Honesty** – to have integrity and to be truthful, fair and just.
- 🌍 **Trust** – to be accountable and act ethically
- 🌍 **Caring** – for self, our achievement, for others and the environment.

Our Vision



Our Principles

These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin all our school decision making.

- 🌍 **High Expectations** – We empower all students to achieve personal excellence.
- 🌍 **Treaty of Waitangi** – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage.
- 🌍 **Cultural Diversity** – We embrace the diverse cultures and histories of our community.
- 🌍 **Inclusion** – As part of an inclusive learning environment we celebrate and encourage individual talents and identities.
- 🌍 **Learning to Learn** – We encourage our students to reflect on their own learning processes and learn how to learn.
- 🌍 **Community Engagement** – Our students' learning has relevance in their world.
- 🌍 **Coherence** – Our students are given diverse opportunities that open up to future learning and encourage successful transitions.
- 🌍 **Future Focus** – Learning experiences are future focussed and therefore are relevant to the changing world in which we live.

Consultation process:

Staff, parents and children re-affirmed the vision, values, and principles that they believed were relevant to Swanson School.

Charter Ratification: This charter was ratified by the Board of Trustees on Thursday 03/12/2020 and will be submitted to the Ministry of Education



Uphold Our Free Play Philosophy

To the uninitiated, play is simply the term given to children mucking around. Unstructured or 'free' play may not be so much a lost activity, but it certainly is a significantly diminished one. With the increasing sanitisation of the play experience by well-meaning adults, the opportunities for children to learn through play have been reduced. Play is how a child learns about risk, problem solving, consequences and getting along with others. These learning experiences are arguably just as important as the traditional learning experiences schools provide children. Today, what we do at Swanson School is simply encourage free play to happen at break times. We do this by providing children with the opportunity to experience risk-taking in their world, minimising the influence of adults in the play experience, and challenging some long held beliefs. In the playground children can be seen to be building huts, riding every wheeled contraption that exists all over the school, climbing trees, play fighting, sliding down mudslides, using stair rails as monkey bars, or just lying in the long grass and talking.

Respect the Unique Position of Maori in Our Culture

We acknowledge the Treaty of Waitangi by working in partnership with our Maori whanau to meet their educational and cultural aspirations. The partnership involves:

This commitment includes working towards achieving the goals of the NEG's and NAG's, particularly:

- 🌍 Increasing participation and success of Maori students through the advancement of Maori education initiatives, including Te Reo Maori;
- 🌍 Consulting with, and regularly reporting to, the school's Maori community about plans and targets for improving Maori student achievement;
- 🌍 Maori students finding Swanson School is a safe and supportive environment.
- 🌍 Implementation of the governance partnership is further detailed in Board of Trustees' policies, including its Treaty of Waitangi policy.

Follow the New Zealand Curriculum

At Swanson School, we will:

- 🌍 Follow the New Zealand Curriculum as our guiding document.
- 🌍 Promote the teaching of values that will allow children to become respected and respectful contributing members of their community.
- 🌍 Support children to develop the necessary Key Competencies to become confident, connected, actively involved, lifelong learners.
- 🌍 Provide a holistic education, enabling our children to develop skills and knowledge to empower them to be drivers of their own future.

Celebrate Cultural Diversity

At Swanson School, we will:

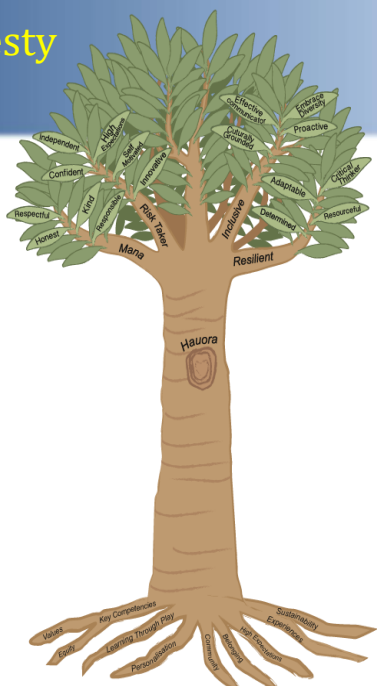
- 🌍 Follow practices, which show sensitivity to diverse cultures within the school community.
- 🌍 Programmes and practices fostered to encourage positive cultural understanding
- 🌍 Teacher and teacher aid employed to provide support for ESOL learners.
- 🌍 ESOL programmes largely concept based so that new language is introduced and learned.
- 🌍 Engagement of our diverse cultural group encouraged through meetings and consultation.
- 🌍 Cultural groups formed to perform at school and community events.



Swanson School Strategy Plan

Our Values

- Respect
- Trust
- Responsibility
- Care
- Honesty



New Zealand Curriculum Treaty of Waitangi

Our Principles

- High Expectations
- Learning to Learn
- Treaty of Waitangi
- Community Engagement
- Cultural Diversity
- Coherence
- Inclusion

The Swanson Way

- We are a people-centred school
- We believe in the importance of Hauora above everything else
- We strive to provide the best possible learning experience for all our students
- We work in partnership with our community
- We are future-focused, life-long learners

Strategic Goals

1: Excel
Providing meaningful learning experiences

2: Engage
with our students, our whanau and our

3: Empower
Our people to believe in themselves in others



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Key initiatives

- a. *Develop and implement a localised curriculum*
- b. *Integrate Te Reo and Tikanga in all areas of learning*
- c. *Strengthen teaching capability (including a TAI approach)*

- a. *Develop a community engagement plan*
- b. *Develop and implement a holistic tracking system to identify support systems required to improve learning throughout the curriculum*

- a. *Create a shared understanding of cultural inclusiveness*
- b. *Link our values to all curriculum areas*

Targeted Actions

- *Gather, collate and analyse community's voice.*
- *Review our current curriculum against the consultations*
- *Redesign curriculum*
- *Develop a Tikanga/Te Reo PD Programme*
- *Develop and Communicate a programme of cultural events and activities*
- *Gather, collate and analyse data about what teachers understand effective pedagogy and TAI*
- *Devise and deliver a PD plan around TAI*
- *Investigate how parents feel about interacting with the school*
- *Explore how we can be more creative about engaging parents*
- *Provide staff PD about how we engage with parents*
- *Research: what are the barriers that hinder children's learning?*
- *Design a holistic tracking system*
- *Provide PD for teachers*
- *Implement and monitor teacher's use of the system*
- *Explore with staff: What is culture? What does it mean to be culturally inclusive and responsive?*
- *Teacher demonstrate their understanding of cultural identity through interactions with whanau*
- *Revitalise the teaching of the school's vision*
- *Intentionally teach and refer to the leaves on the Kauri Tree*



SHARED ACTION PLAN 2021 - 2023

Goal	Initiatives	Actions	Outcome	Measurement	Responsible	Accountable	Completion date
Excel	1. Develop a localised curriculum (implementation will come at a later Strat plan)	<ul style="list-style-type: none"> • Gather, collate and analyse community's voice. • Review our current curriculum against the consultations • Redesign curriculum 	<ul style="list-style-type: none"> • Data has been gathered and collated • GAP analysis done and informs new design • Redesign Completed 	<ul style="list-style-type: none"> • Clear understanding of community's expectations • We know what needs to change • We have a representative local curriculum 	<ul style="list-style-type: none"> • STEAM, MASAM and Literacy - Andrew • STEAM, MASAM and Literacy - Andrew • STEAM, MASAM and Literacy - Andrew 	<ul style="list-style-type: none"> • Leandro and DP's • Leandro and DP's • Leandro and DP's 	<ul style="list-style-type: none"> • July 3rd • 30th August • TBD depending on outcome
	2. Integrate Te Reo and Tikanga in all areas of learning	<ul style="list-style-type: none"> • Develop a Tikanga/Te Reo PD Programme • Develop and Communicate a programme of cultural events and activities 	<ul style="list-style-type: none"> • Teachers integrate Te Reo and Tikanga in their daily programmes • Increased attendance to events and activities 	<ul style="list-style-type: none"> • 40% staff have achieved Tikanga Level 1 • Tikanga and Te Reo are more present in all areas of school • More children, parents and staff attend events and activities 	<ul style="list-style-type: none"> • MASAM team • MASAM team • MASAM team 	<ul style="list-style-type: none"> • Julia • Julia • Julia 	<ul style="list-style-type: none"> • 1st stage of dev: 29 Jan - 11 December Completed • 25 September • April 9th (for action)
	3. Strengthen integration of curriculum areas (including a TAI approach)	<ul style="list-style-type: none"> • Gather, collate and analyse data about what teachers understand as effective pedagogy and TAI • PD plan around teaching as inquiry 	<ul style="list-style-type: none"> • Data has been gathered and collated • Teachers receive PD about TAI 	<ul style="list-style-type: none"> • Clear understanding of what teachers know about inquiry • Staff have a common language and shared understanding of TAI 	<ul style="list-style-type: none"> • STEAM, MASAM and Literacy • STEAM, MASAM and Literacy 	<ul style="list-style-type: none"> • Julia, Chris and Andrew • Julia, Chris and Andrew 	<ul style="list-style-type: none"> • 13th March • 26th April



Engage	4. Develop a community engagement plan	<ul style="list-style-type: none"> Investigate how parents feel about interacting with the school Explore how we can be more creative about engaging parents Provide staff PD about how we engage with parents 	<ul style="list-style-type: none"> We understand how parents feel about coming to the school We use a variety of ways to engage parents Staff receive PD about parental engagement 	<ul style="list-style-type: none"> Clear indication of how parents feel about coming to the school More parents interact with school Staff understand how to engage parents 	<ul style="list-style-type: none"> Senior Management Senior Management Senior Management 	<ul style="list-style-type: none"> Leandro Leandro Leandro 	<ul style="list-style-type: none"> 9th April 9th April 9th April
	5. Develop and implement a holistic tracking system to identify support systems required to improve learning throughout the curriculum	<ul style="list-style-type: none"> Research: what are the barriers that hinder children's learning? Design a holistic tracking system Provide PD for teachers Implement and monitor teacher's use of the system 	<ul style="list-style-type: none"> We understand the barriers to learning We have an effective and easy to use tracking system Teachers use the system effectively 	<ul style="list-style-type: none"> The tracking system is holistic and focuses on KCs and barriers Increased focus on wellbeing Teachers know their children well Learning outcomes improve 	<ul style="list-style-type: none"> Senior Management Senior Management Senior Management and Team leaders 	<ul style="list-style-type: none"> Leandro Leandro Leandro 	<ul style="list-style-type: none"> End of 2019 Draft ready 3rd Feb Trialled in term 1 and 2 10 December
Empower	6. Create a shared understanding of cultural inclusiveness	<ul style="list-style-type: none"> Explore with staff: what culture is? What does it mean to be culturally inclusive and responsive? Teachers demonstrate their understanding of cultural identity through interactions with whānau. 	<ul style="list-style-type: none"> We run staff meetings about culture and cultural inclusiveness Teacher practice reflects culturally inclusiveness 	<ul style="list-style-type: none"> Staff develop understanding of how to be culturally responsive There are evident changes in classroom practice 	<ul style="list-style-type: none"> MASAM MASAM 	<ul style="list-style-type: none"> Julia Julia 	<ul style="list-style-type: none"> 28th January 25th September
	7. Link our values to all curriculum areas	<ul style="list-style-type: none"> Revitalise the school vision Intentionally teach and refer to the leaves on the Kauri tree 	<ul style="list-style-type: none"> School vision is referred to and visible around the school Values and skills on vision are part of everyday teacher 	<ul style="list-style-type: none"> Students, parents and teachers know the school vision Reduction of behaviour incidents 	<ul style="list-style-type: none"> Senior Management Senior Management 	<ul style="list-style-type: none"> Leandro Leandro 	<ul style="list-style-type: none"> 28th January 25th September



Other 2021 Key Improvement Strategies to Achieve Strategic Vision			
PROPERTY	SHORT REPORT	FINANCE	SHORT REPORT
<ul style="list-style-type: none">• 10-year plan approved by MoE.• Start maintenance projects from the new 5-year plan• Identify other project to improve the aesthetics of the school, and maximise the use of alternative learning spaces• Keep working to maintain our property safe from theft and vandalism		<ul style="list-style-type: none">• Annual report completed for 2020• Budget prepared for 2021• Allocation of budget areas to meet strategic goals.	
PERSONNEL	SHORT REPORT	COMMUNITY ENGAGEMENT	SHORT REPORT
<ul style="list-style-type: none">• Ensure the school is fully staffed.• Professional Development allocated according to Charter and personal goals.• Provide release for Curriculum and Year Leaders to carry out their responsibilities.		<ul style="list-style-type: none">• BoT in place and training sessions organised.• Planned opportunities for whanau to participate in the school.• Regular reporting to whanau on progress and achievement.• Continue our commitment towards improving engagement with our community through WAPA 2020.	