



Swanson School Charter

2022 - 2024

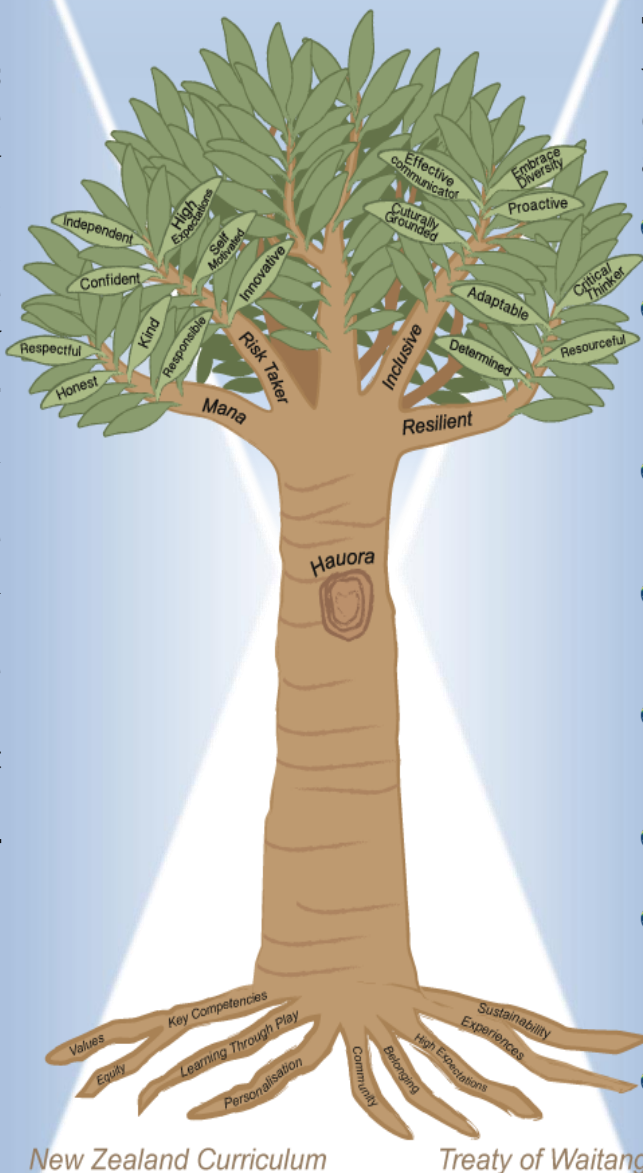


Our Values

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-affirm the vision, values, and principles they believe are relevant to Swanson School.

Charter Ratification: This charter was ratified by the Swanson School Board on 09/12/2021 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 and NAGs, 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:

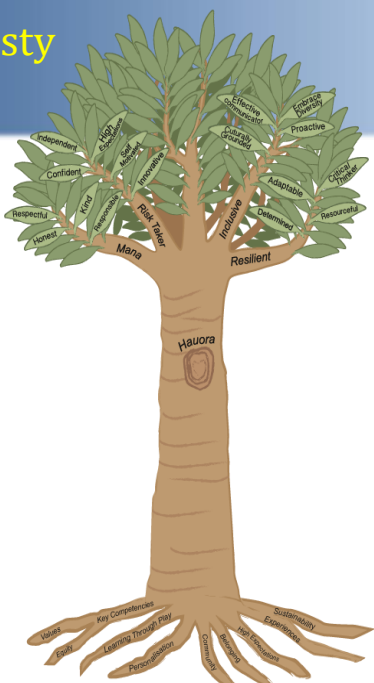
- 🌍 Follow practices, which show sensitivity to diverse cultures within the school community.
- 🌍 Programmes and practices fostered to encourage positive cultural understanding
- 🌍 Teacher and teacher aid employed to provide support for ESOL learners.
- 🌍 ESOL programmes largely concept based so that 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 authentic learning experiences to promote excellence

2: Engage

building positive productive relationships with our students, our whānau and our community

3: Empower

Our people to believe in themselves in others



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Key initiatives

Targeted Actions

- | | |
|--|---|
| a. <i>Develop and implement a localised curriculum</i> | <ul style="list-style-type: none"> - Analyse data obtained at community survey - Devise a plan to address survey findings - Launch a PLD plan for staff to implement LC |
| b. <i>Value and intentionally incorporate Te Reo Māori and Tikanga Māori in our practice</i> | <ul style="list-style-type: none"> - Kick start Pepeha Waiata & Karakia in rooms, update Words and phrases - Work with MAC to develop a plan. |
| c. <i>Strengthen teaching capability</i> | <ul style="list-style-type: none"> - <i>Gather, collate, and analyse data about what teachers understand effective pedagogy and TAI</i> - Create progressions/ scaffolded plan for Te Reo Maori across the school - Digital fluency - work with Tracey to decided next steps |
| a. <i>Develop a culture that is inviting to our community</i> | <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 |
| b. <i>Provide opportunities to engage with our community</i> | <ul style="list-style-type: none"> - Organise opportunities for whānau to participate of school life, have a voice and provide feedback |
| c. <i>Uphold Te Whare Tapa Whā values</i> | <ul style="list-style-type: none"> - Review Te Manawa - Use Te Manawa to identify children's needs and device IBP/IEP - Use data to measure Te Manawa's effectiveness |
| a. <i>Create a shared understanding of cultural inclusiveness</i> | <ul style="list-style-type: none"> - <i>Explore with staff: What is culture? What does it mean to be culturally inclusive and responsive?</i> - <i>Teachers demonstrate their understanding of cultural identity through interactions with whanau and children</i> |
| b. <i>Tautoko children to develop a sense of self</i> | <ul style="list-style-type: none"> - <i>Revitalise the teaching of the school's vision</i> - <i>Intentionally teach and refer to the leaves on the Kauri Tree</i> |



Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
PROPERTY	SHORT REPORT	FINANCE	SHORT REPORT
<ul style="list-style-type: none">• 2022-32 10-year plan created and actioned• 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 2021• Budget prepared for 2022• Resource 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 whānau to participate in the school.• Regular reporting to whānau on progress and achievement.• Continue our commitment towards improving engagement with our community through WAPA 2020.	