



Darfield Primary School
Te Whenua Kōkōwai

Standing Tall: Reaching our Potential

Charter
2021

<p>OUR VISION</p>	<p>Standing Tall: Reaching Our Potential</p>
<p>OUR MISSION STATEMENT</p>	<p>Through the development of the Darfield High Five, our children will develop the attitudes, skills and knowledge needed to become confident, motivated, self-directed lifelong learners/ākonga.</p>
<p>OUR CORE VALUES AND BELIEFS DARFIELD HIGH FIVE</p>	<p>Team Player / Kia Mahitahi I can relate to a wide range of people I can positively contribute to my school, family and community I can be a positive role model for others I can work collaboratively with others</p> <p>Caring Citizen / Kia aroha atu I can communicate effectively with others I am respectful and tolerant of others I use kind word and actions towards others I actively work to make my classroom, school and community a better place for others</p> <p>Power Thinker / Kia wānanga I am curious and want to learn new things I can ask questions to clarify my understanding and learn new</p>

	<p>ideas</p> <p>I can use a range of thinking strategies</p> <p>Self Manager / Kia mauritau</p> <p>I am respectful, reliable and dependable</p> <p>I am resilient and resourceful</p> <p>I set and monitor my own goals</p> <p>I am prepared for my learning</p> <p>Self Believer / Kia pūmau ki a koe anō</p> <p>I always try to be the best 'Me' I can be</p> <p>I have a number of strategies to manage challenges</p> <p>I can show determination and persistence</p>
<p>OUR STRATEGIC PRIORITIES</p>	<p>Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> • <i>Our children have the ability to perform at the expected Curriculum Achievement Levels</i> • <i>That Literacy and Mathematics are foundation skills that will enable our children to succeed in the future.</i>

	<p>Enhance learning and a sense of community by working in partnership with learners/ākonga, parents, whānau and the wider Darfield community</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none">• <i>Darfield School is here to serve the Darfield Community</i>• <i>Learning occurs when relationships and conversations focus on learning</i>• <i>The more 'at home' children feel in the environment the more effective the learning</i> <p>Foster a supportive learning environment that empowers our students to be respectful, self-directed, self-managing and confident learners/ākonga who can communicate effectively with a wide audience.</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none">• <i>Learners/ākonga are engaged when they understand the purpose of learning</i>• <i>It is easier to achieve when we know what the goal is</i>• <i>Learners/ākonga should take risks and challenge themselves.</i> <p>Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire</p>
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	<p>students</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> ● <i>It is our responsibility to help children discover their interests and talents</i> ● <i>Learning is engaging when it is relevant to our lives</i> ● <i>Opportunities for learning are endless.</i> <p>A Board that provides authentic, effective leadership for the school community</p> <p><i>Because we believe:</i></p> <ul style="list-style-type: none"> ● <i>It is the Board's responsibility to represent and serve the community in a stewardship role</i>
<p>Review of Charter and Consultation</p>	<p>Community Consultation - Redesign of Kowhai Block and old Administration Area</p> <p>Whānau Hui - Review of Strategic Priorities (including NEMP) and impact upon Māori students achieving success as Māori - 2021 Term 1</p> <p>Review of Strategic Priorities - 2020 Nov, Dec BOT Meetings - Board Members</p> <p>Review of Strategic Priorities - 2021 Feb Staff Only Day - School Staff</p>

OUR SCHOOL / OUR COMMUNITY

Our School

Darfield School is a state primary school situated in the heart of Darfield Township. The school complex is made up of 2 learning spaces and 3 classrooms, a hall, library, learning support unit and administration building. The school has recently upgraded two of its buildings to create flexible learning spaces. The school grounds include two adventure playgrounds, two netball courts, a basketball court, sandpit, and school gardens.

The school is staffed with a non-teaching Principal and nine teachers working in three teams lead by the Leadership Team which consists of the Principal, Deputy Principal, and 3 Team Leaders. Darfield School has a number of support staff including office administrators, release teachers and teacher aides all of whom help us make Darfield School a wonderful place to learn.

Darfield Primary School operates a comprehensive Learning Support programme that not only supports the learning of learners/ākonga with special needs but also enhancing the learning of those learners/ākonga that are operating at accelerated achievement standards. This programme is supported by: a Reading Recovery teacher, Teacher Aides and a variety of support agencies. The school also hosts the Resource Teacher of Learning and Resource Teacher of Literacy on site.

At Darfield Primary School we strive to create a positive learning environment where an individual's unique gifts are acknowledged and they are empowered to use their gifts to reach their full potential. The range of programmes provided to learners/ākonga are challenging, success oriented and fulfilling. Our comprehensive learning programme ensures that learners/ākonga are equipped with the knowledge, skills, and attitudes to succeed in the future. Darfield School is committed to fostering confident, self-motivated, lifelong learners/ākonga.

OUR RECOGNITION OF NEW ZEALAND'S CULTURAL DIVERSITY

Māori Responsiveness Plan

Improving the Learning Outcomes for Māori Learners

Darfield Primary School is committed to strengthening the cultural identity of all students by recognising the values and aspirations of different cultures, and developing policies that reflect New Zealand's cultural diversity.

Darfield Primary School recognises the unique position of the Māori as tāngata whenua. It takes all reasonable steps to provide instruction in tikanga (Māori custom) and te reo Māori (Māori language) for students whose parents request it.

We meet these requirements by;

- a. Implementing the principles of the Treaty of Waitangi.
- b. Integrating components of tikanga Māori and te reo Māori into appropriate aspects of the school life.
- c. Making full use of Māori resources in the community and capitalising on the experiences and perspectives of tangata whenua as an integral part of the school.
- d. Supporting New Zealanders so they value cultural heritage.
- e. Involving the Māori community / whānau in identifying important learning needs of Māori students and setting targets supported by the Māori community / whānau through regular consultation.
- f. Monitoring and reporting the achievement of Māori students to the Board and Māori community.
- g. Providing regular professional development for teachers in the use of Māori language and culture in the learning spaces.
- h. Foster understanding of and responsibility for the environment (Kaitiakitanga) in particular local Māori heritage areas.

- i. Consult external advisers in planning and delivering programmes when needed.
- j. Implementing the Māori Responsiveness Plan as outlined below.

Māori Responsiveness Plan:

If a whānau requests a higher level of tikanga Māori and/or te reo Māori than is at present evident in our school's Māori programme, the school will take all reasonable steps to discuss and explore the following options with the family:

- Further explain the integration of tikanga Māori and te reo Māori in school life.
- Examine the promotion of te reo Māori in the home.
- Extend the existing integration of tikanga Māori and te reo Māori as appropriate.
- Combine with a neighbouring school for parts of the day/programme.
- Dual enrolment with the New Zealand Correspondence School.
- Provide in-school support and resources to enhance inclusion of te reo Māori and tikanga Māori within the learning spaces.
- Use community expertise (people and places) to help with any of the above.

MALVERN KĀHUI AKO / TE HŪ O KĀKĀPŌTAHI KĀHUI AKO

Darfield Primary School is a proud and enthusiastic member of the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako. In 2019 our Achievement Challenges were approved by the Ministry of Education and our appointed Lead Principal will lead exciting developments over the next two years.

Malvern Kāhui Ako / Te Hū o Kākāpōtahi' Vision:

Belonging to Malvern / Contributing to Society

To support all Malvern ākonga along their learning journey.

The Malvern | Te Hū o Kākāpōtahi Kāhui Ako Achievement Challenge is a learner/ākonga centred document that prioritises the needs of our collective tamariki. This living document is adaptable to meet the dynamic needs of all learners/ākonga through measured, collaborative and responsive approaches. Through genuine collaboration, coherent learning pathways will prepare all Malvern learners/ākonga to authentically contribute positively to their society.

Our Achievement Challenges have been underpinned by Te Hū o Kākāpōtahi Kāhui Ako's 2017-2019 Establishment Documents and 2020-2022 Strategic Plan. These co-constructed documents will provide the foundation to inform the necessary cultural, strategic and operational elements required to most effectively meet Te Hū o Kākāpōtahi Kāhui Ako's vision.

Professional learning development will be targeted to authentically align with the strategic direction of our collective whilst being responsive to reflectively reduce educational disparities across Malvern. Most importantly, the coherence of the learning journey from Early Childhood Learning Centres all the way through the Primary Schools' and into our High School

will both champion the individualism of each educational institute and explicitly align the key learning trends that create a unique learning pathway throughout Malvern.

Strategic Goal One: Local curriculum design: Relevant and engaging local curriculum that is truly responsive to the needs and priorities of ākonga, whānau and the Malvern community.

Strategic Goal Two: Collaborative inquiry and effective teaching and learning

Strategic Goal Three: Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whānau, community and other organisations

Reference: Malvern Kāhui Ako / Te Hū o Kākāpōtahi Achievement Challenge 2020-2021

STRATEGIC PLAN

	STRATEGIC GOALS	CORE STRATEGIES FOR ACHIEVING GOALS 2020-2021
Striving for higher standards	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice	<ul style="list-style-type: none"> • Establish a collaborative learning environment • Establish strategies to evaluate whether each learner/ākonga has made sufficient progress to improve or sustain their levels of achievement • Establish a cohesive curriculum programme that scaffolds learning from Year 1-6
Enhancing learning and a sense of community	Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community	<ul style="list-style-type: none"> • Empower parents and whānau to be involved in the learning-centered partnerships - especially for those learners/ākonga who need achievement accelerated • Ensure families and whānau feel welcome and connected to the school • Work collaboratively with the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako to achieve to the shared vision and goals
Supportive Learning Environment	Foster a supportive learning environment that empowers students to be respectful,	<ul style="list-style-type: none"> • Ensure learners/ākonga feel confident about directing their own learning and progress • Continue to develop the Darfield High 5 concept so that it can be deliberately taught as part of the Darfield Primary School learning

	self-directed, self-managing and confident learners who can communicate effectively with a wide audience.	<p>programme and enhance/develop each child's character strengths.</p> <ul style="list-style-type: none"> • Ensure learners/ākonga understand and can reflect the Darfield High 5s • Ensure learners/ākonga are offered learning that equips them with an understanding of New Zealand's cultural identities and history
Fostering the unique potential of each child	Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students	<ul style="list-style-type: none"> • Develop self-managing, collaborative, reflective, lifelong learners/ākonga who are confident to take risks within an ever changing world • Develop a range of authentic learning opportunities, including the implementation and embedding of e-learning practices across the school
Stewardship	A Board that provides authentic, effective leadership for the school community	<ul style="list-style-type: none"> • Represent and serve the community in a stewardship role • Scrutinise the work of the school in achieving values student outcomes • Evaluate the effectiveness of performance in governance and stewardship roles • Effectively meet statutory requirements

ACTION PLAN TO ACHIEVE STRATEGIC GOALS

	Strategic Goal	Actions
Striving for higher standards	Strive for higher standards of learning through a cohesive curriculum that promotes responsive and innovative teaching practice	<ul style="list-style-type: none"> ● Plan collaboratively and ensure consistency across Teams and within Teams ● Providing specific programmes (Enrichment and Targeted Opportunities) for targeted students ● Continue to implement Storytelling Curriculum and review effectiveness at the end of 2021 ● Establish strategies to evaluate whether each student has made sufficient progress to improve or sustain their levels of achievement ● Two teachers to continue to participate in the ALL and ALiM programmes and induct two new teachers
Enhancing learning and a sense of community	Enhance learning and a sense of community by working in partnership with students, parents and the wider Darfield community	<ul style="list-style-type: none"> ● Participate in PL with the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako - such as continued implementation of PACT and Across School Lead Teachers ● Shared Teacher Only Day with members of the Malvern Kāhui Ako/Te Hū O Kākāpōtahi Kāhui Ako ● Community Consultation - seek ideas from Community around development of Kōwhai spaces ● Maori Whānau Hui - reviewing how DPS is ensuring Maori students achieve success as Maori ● Host a celebration of Learning event at school for parents and wider whānau to attend ● Develop a range of strategies to empower parents and whānau to be involved in the learning of their tamariki - such as the Reading Together Programme
Supportive	Foster a supportive learning	<ul style="list-style-type: none"> ● Ensure all learners/ākonga receive equitable access to teaching, learning and participation in the life of the school

<p>Learning Environment</p>	<p>environment that empowers students to be respectful, self-directed, self-managing and confident learners who can communicate effectively with a wide audience.</p>	<ul style="list-style-type: none"> ● Develop lessons which encourage the use of our Darfield High 5s by students, staff, parents and school community ● Student Led Conferences - develop the practice to ensure that students are aware of their own goals and able to articulate them and their next learning steps ● Develop the school's prosocial student culture and student social strategies - based on the findings of the 2020 Wellbeing at School Survey ● Further develop opportunities for students to provide leadership within their community - School Leaders, PALs, Mentoring of younger students
<p>Fostering the unique potential of each child</p>	<p>Nurture the unique potential of each child through purposeful learning opportunities that engage, challenge and inspire students</p>	<ul style="list-style-type: none"> ● Through the use of digital technology create programmes for learners which develop their skills of self management, working collaboratively and sense of wonder ● Provide authentic opportunities for students to work within the wider community ● Provide a range of opportunities within the classroom programme for students to pursue individual interests (Discovery Time, Passion Projects, Craft Clubs, Gardening, STEAM)
<p>Stewardship</p>	<p>A Board that provides authentic, effective leadership for the school community</p>	<ul style="list-style-type: none"> ● Ongoing tracking of student data and targeted outcomes - for example achievement and wellbeing data ● Participate in appropriate professional learning which supports the achievement of the core strategies for Stewardship ● Support the school staff to achieve the outcomes from the Community Consultation and Maori Whānau Hui ● Actively promote the role of being a Board member at Darfield Primary School ● Be transparent to/and communicate effectively with our community