

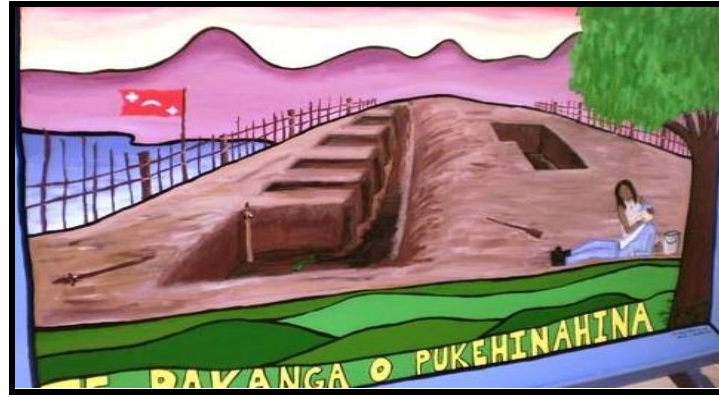


MOE Number: 1699  
Community Consultation: T3/4 2021  
Staff Consultation: T3, 2019  
Ratified by BOT: T1 2022  
Submitted by MOE:

# CHARTER 2022-2024

Review version 14

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**TE ŌHAKĪ / MOTTO:**

*“Poipoiā Kia Rere”* - Nurturing students to succeed.

**TE WHAKAKITENGA / SCHOOL VISION**

Our tamariki will have a strong sense of identity and worth that will provide the foundation for working together to learn and achieve. This will be achieved through the provision of parallel learning pathways; **Te Marautanga o Aotearoa** and the **New Zealand Curriculum**.

**NGĀ ŪARA / VALUES WHAKAMANA**

<p><b>Whakamanahia Ahau</b> Respect for self</p>	<p><b>Whakamanahia ngā Tangata</b> Respect for others.</p>			<p><b>Whakamanahia te Taiao</b> Respect for the environment</p>
<p><b>Ngakau Pono</b> Integrity</p>	<p><b>Manaakitanga</b> Care</p>	<p><b>Whānau</b> Family</p>	<p><b>Ako</b> Learning</p>	<p><b>Manawaroa</b> Resilience</p>

**WHARE TAPA WHĀ** - TAHA WAIRUA , TAHA HINENGARO, TAHA WHĀNAU, TAHA TINANA - MAURI TU / MAURI ORA

# LEARNING FRAMEWORK

## The Graduate Profile

### **Wananga**

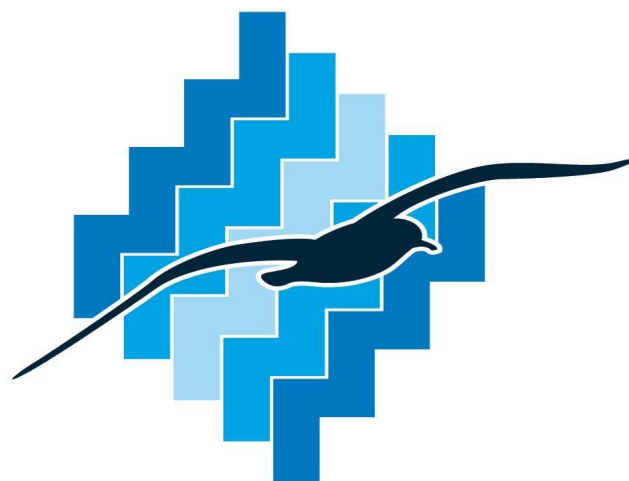
Thinking

- Can use initiative and make informed decisions.
- Is reflective about their learning.

### **Rangatiratanga**

Managing Self

- Takes risks and accepts challenges.
- Is organised.
- Aims for personal excellence.
- Shows resilience.



### **Whaiwahitanga**

Participating and contributing

- Is able to work in a group.
- Accepting of other people's opinions
- Share their own ideas
- Show respect for and contribute to the school and local community.

### **Ako**

Using language, symbols and texts

- Is confident with using ICT to support learning.
- Can effectively communicate with others.
- Can understand and use language, symbols and texts.

### **Whakawhanaungatanga**

Relating to Others

- Is hospitable and looks after others.
- Is aware of how their words and actions affect others.
- Interact effectively with a diverse range of people in a wide variety of contexts.

### **Mana / Whenuatanga**

Relating to Others

- Knows where they are from and inform about their own culture, values and beliefs.

# POIPOIA KIA RERE

## NURTURING STUDENTS TO SUCCEED

### Strategic Direction Goals:

<p><b>Goal 1:</b> Working towards a smooth, supported transition to our new School.</p> <p><b><u>NELP OBJECTIVE # 3</u></b> QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p>	<p><i><b>Kia whakatōmuri te haere whakamua</b></i> <i>'I walk backwards into the future with my eyes fixed on my past'</i></p> <p>This <b>whakataukī</b> or 'proverb' speaks to <b>Māori</b> perspectives of time, where the past, the present and the future . Acknowledging and learning from the past to move forward with knowledge, understanding and aspiration.</p>
<p><b>Goal 2:</b></p> <p><b>Student Achievement</b></p> <p><b><u>NELP OBJECTIVE # 1</u></b> LEARNERS AT THE CENTER</p> <p>Learners with their whānau are at the center of education.</p>	<p><i><b>"Poipoia kia rere"</b></i> <i><b>'Nurturing students to succeed'</b></i></p> <p>Māori holistic model of health, Te Whare Tapa Whā. (Model: Sir Mason Durie 1984)</p> <ul style="list-style-type: none"><li>● <b>taha tinana</b> (physical wellbeing)</li><li>● <b>taha hinengaro</b> (mental wellbeing)</li><li>● <b>taha wairua</b> (spiritual well being)</li><li>● <b>taha whānau</b> (family wellbeing)</li></ul> <p>Building and nurturing relationships with students and whānau so we can support tamariki to grow and succeed.</p> <ul style="list-style-type: none"><li>● Te Whare Tapa Whā (looking at the whole bring of the student)</li><li>● Aspirations of the whānau and engagement.</li></ul>
<ul style="list-style-type: none"><li>● Goal 3:</li><li>● Te Tiriti o Waitangi / Partnership</li></ul>	<p><i><b>"Nāu te rourou, nāku te rourou, ka ora ai te iwi."</b></i> <i>'With my food basket and your food basket we will sustain everyone.'</i></p>

<ul style="list-style-type: none"> <li>● <b>NELP OBJECTIVE # 2</b></li> <li>● BARRIER FREE ACCESS</li> <li>● Great education opportunities and outcomes are within reach for every learner.</li> </ul>	<p>Actively upholding the three principles as Treaty partners. <b>Partnership, Participation and Protection.</b></p> <ul style="list-style-type: none"> <li>● working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</li> <li>● taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and</li> <li>● achieving equitable outcomes for Māori students.</li> </ul>
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<h1>STRATEGIC LONG TERM ANNUAL PLAN</h1>			
	2022	2023	2024
<p style="text-align: center;"><b>Goal 1:</b></p> <p style="text-align: center;"><b>Working towards a smooth, supported transition to our new School.</b></p> <ul style="list-style-type: none"> <li>● Data driven discussions</li> <li>● Leading through learning.</li> <li>● Collaborative practice.</li> <li>● Whakamana Revision.</li> <li>● Property New Build finalised.</li> </ul>	<ol style="list-style-type: none"> <li>1. Learning needs are addressed (Kāhui Ako) to support continued sustainability.</li> <li>2. Teaching as Inquiry is focused on student needs and localised curriculum embedded in the programme.</li> <li>3. All teaching staff build their relational trust and capacity to have important conversations.</li> <li>4. Across school collaborative practice. Waiawa continue to share their journey and support other teams.</li> </ol>	<ol style="list-style-type: none"> <li>1. Localised curriculum weaved into the curriculum and can target the needs of our tamariki and confidently.</li> <li>2. All staff understand personality types and develop good relational trust by having important conversations.</li> <li>3. School wide working collaboratively.</li> <li>4. School values are visible and heard in and around the school. Celebration &amp; language of learning. PB4L Tier 2 begins in a new environment at the new site.</li> </ol>	<ol style="list-style-type: none"> <li>1. Localised curriculum embedded into Te Kura o Manunui Curriculum.</li> <li>2. Relational Trust / Personality types and individual strengths and challenges are addressed respectfully.</li> <li>3. School- wide continue to work collaboratively in new spaces.</li> <li>4. School values are visible and heard in and around the school. Celebration &amp; language of learning. PB4L Tier 2 begins in a new environment at the new site.</li> <li>5. Te Kura o Manunui is occupied and areas functionally working to strength.</li> </ol>



	<ol style="list-style-type: none"> <li>5. School values align with all we do. New uniforms developed around the school values.</li> <li>6. Building begins and landscaping begins. Interior designs begin. Budgets and funding approved to support the needs of our tamariki.</li> </ol>	<ol style="list-style-type: none"> <li>5. Te Kura o Manunui has moved into the new school. Change management system in place.</li> </ol>	
<p style="text-align: center;"><b>Goal 2: Student Achievement</b></p> <ol style="list-style-type: none"> <li>1. Whānau Engagement</li> <li>2. Professional Growth Cycle.</li> <li>3. Personalise teaching programmes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement between our kura and our whānau working well with a clear vision and commitment moving towards localised curriculum and new changes for Te Kura o Manunui.</li> <li>2. Teachers continue to co-design an individualized or group Professional Growth Cycle to ensure teachers are involved in continuous, meaningful learning and development that supports them to meet the Standards for the Teaching Profession.</li> <li>3. Planned strategies and planned actions are in place for improving student progress and achievement and how effective have they been</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning partnerships strengthen parents' involvement in their child's education. Parents feel that their contributions are valued. Effective learning partnerships have positive impacts on student outcomes. Parent and community expertise contributes to school programmes and activities.</li> <li>2. Ongoing reflection- capturing support required along the way.</li> <li>3. Teaching Programmes have exceeded expectations. Based on our student achievement data and the analysis of variance, explicitly planned actions have been met by teaching staff to raise student achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Strengthen parents' involvement in their child's education. (Covid approach) Strong effective learning partnerships have positive impacts on student outcomes. Parent and community expertise contributes to school programmes and activities.</li> <li>2. Continue ongoing reflection- capturing support required along the way.</li> <li>3. Teaching Programmes align and student achievement data and the analysis of variance, explicitly planned actions have been met by teaching staff to raise student achievement. Social and intellectual needs are being met.</li> </ol>

<p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi.</li> <li>• Partnership</li> </ul> <ol style="list-style-type: none"> <li>1. Providing Te Reo Māori me ōna tikanga Māori at our kura.</li> <li>2. Māori students achieve as Māori.</li> <li>3. Mana whenua - included</li> </ol>	<ol style="list-style-type: none"> <li>1. Māori have agency, voice, choice and the power to act on their learning.</li> <li>2. A shared decision making process with whānau, hapū and iwi (partnership) is embedded.</li> <li>3. Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.</li> </ol>	<ol style="list-style-type: none"> <li>1. Māori succeed as Māori in our learning environment.</li> <li>2. Partnership with whānau, hapū and iwi (partnership) is embedded and functioning positively..</li> <li>3. Kura Auraki is taking shape into Reo Rua.</li> </ol>	<ol style="list-style-type: none"> <li>1. Māori succeed as Māori in our learning environment.</li> <li>2. Partnership with whānau, hapū and iwi (partnership) is embedded and functioning positively..</li> <li>3. Kura Auraki is taking shape into Reo Rua across the school. Te Reo Māori is embedded throughout the curriculum and Te Marautanga o Aotearoa is used across the kura.</li> </ol>
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## Brookfield School Annual Plan



### GOAL 1 - Working towards a smooth, supported transition to our new School.

*Kia whakatōmuri te haere whakamua*

*'I walk backwards into the future with my eyes fixed on my past'*

Action	Expected Outcome	Responsibility	Timeframe	Resourcing	Internal Evaluation
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<p>4. Data driven discussions</p>	<ul style="list-style-type: none"> <li>● Team Leaders to collate data and use this as a basis of discussions with their teams and SLT around student achievement.</li> <li>● PB4L data used to make decisions for students and school processes.</li> <li>● Developing a shared purpose and understanding of the trends, needs and strengths across the school.</li> <li>● Meetings change from tasks and lists to discussions centered around teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Team Leaders &amp; SLT.</li> <li>● Carol Burborough, PB4L team and all staff.</li> <li>● All teaching staff, SLT.</li> </ul>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Targeted in-school PLD to improve professional responsibility through appraisal led by Dr Wendy Moore.</p> <p>Attend PB4L Professional Learning provided by MoE.</p> <p>MOE provided PLD provided by Jacqui Patuawa Leading through Learning.</p> <p>Kāhui Ako AST team across the school PLD.</p>	<ul style="list-style-type: none"> <li>● AoV 2021/</li> <li>● Team Leaders Data</li> <li>● PB4L team.</li> <li>5. Senior Leadership Team.</li> <li>6. Whānau / Student / Staff conferences - Goal setting.</li> <li>● Tarai Kura - Brain Sheedy.</li> </ul>
<p>7. Leading through Learning Professional Development.</p>	<ul style="list-style-type: none"> <li>● School Leaders build their capacity to have important conversations.</li> <li>● Be more effective in problem conversations and meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Leaders in the school.</li> <li>● All staff</li> </ul>	<p>On-going</p> <p>On-going</p>	<p>MOE provided PLD provided by Jacqui Patuawa Leading through Learning.</p>	<p>8. Survey and feedback session.</p>
<p>9. Professional development on building</p>	<ul style="list-style-type: none"> <li>● Exploring and understanding the benefits that come from</li> </ul>	<ul style="list-style-type: none"> <li>● PLD provider, Team Leaders,</li> </ul>	<p>Term 1-4 2022.</p>	<p>Targeted in-school PLD to improve collaborative</p>	<p>10. Team feedback session.</p> <p>11. PMI charts for each</p>



<p>collaborative practice.</p>	<p>working in a collaborative team.</p> <ul style="list-style-type: none"> <li>• Shifting from cooperating to collaborating with students at the centre.</li> <li>• Shared purpose is embedded in each team and shared across the school.</li> <li>• Regularly monitoring, reviewing and refining team planning, processes and practices using evidence from a range of sources, including inquiries, data on teacher capability and student outcomes data</li> </ul>	<p>SLT, &amp; teaching staff.</p> <ul style="list-style-type: none"> <li>• Team Leaders</li> </ul>	<p>Term 1-4 2022.</p>	<p>learning. Led by: Miriam Makgill.</p> <p>Play &amp; Maker Space Longworth Ed funded through the Kāhui Ako.</p> <p>Targeted in-school PLD to understand the way staff communicate, understand personality types and how to work more productively together. Led by Mark Bunting <a href="https://profiles.nz/">https://profiles.nz/</a></p>	<p>team.</p>
<p>12. Whakamana Revision</p>	<ul style="list-style-type: none"> <li>• Environmental care or Kaitiakitanga (being a guardian, caregiver and protector of all aspects of the kura)</li> <li>• Create a welcoming, caring and creative learning environment that treats everyone with respect and dignity.</li> <li>• Empowering all learners to reach their highest</li> </ul>	<ul style="list-style-type: none"> <li>• Carol Burborough, PB4L team, Senior Leadership Team and all staff.</li> </ul>	<p>On-going</p> <p>On-going</p>	<p>Attend PB4L Professional Learning provided by MoE.</p> <p>Targeted in-school PLD to improve leadership led by Dr Wendy Moore</p> <p>Student Wellbeing Paul Prangley, MOE</p>	<p>13. Whānau &amp; Family Hui on values being shared.</p> <p>14.</p>

	<p>potential by providing high-quality teaching and leadership.</p> <ul style="list-style-type: none"> <li>Engage in positive and collaborative relationships with our tamariki, their whānau, all staff and the wider Manunui community.</li> <li>The PB4L team shows the best evidence of values being included in the curriculum and taught daily through tamariki learning experiences.</li> </ul>			<p>funded through the Kāhui Ako.</p> <p>Student Mental Health Fiona Putty &amp; Megan Gray, MICAMHS funded through the Kāhui Ako.</p>	
15. Property New Build finalised.	<ul style="list-style-type: none"> <li>Mod coms - (Current site). Process of getting buildings on current site as requested for urgent emergency needs. Weekly reports from Capital Works Team &amp; project manager (MoE).</li> </ul>	<ul style="list-style-type: none"> <li>Ngaere Durie, Board of Trustees, (MoE)</li> </ul>	Nov 2023	MOE provided PLD Tarai Kura - Brain Sheedy.	Minutes recorded

## GOAL 2: Student Achievement:

*"Poipoiā kia rere"*

*'Nurturing students to succeed'*

Māori holistic model of health, Te Whare Tapa Whā (Model: Sir Mason Durie 1984)

- taha tinana (physical wellbeing)

- taha hinengaro (mental wellbeing)
- taha wairua (spiritual well being)
- taha whānau (family wellbeing)

Building and nurturing relationships with students and whānau so we can support tamariki to grow and succeed.

Action	Expected Outcome	Responsibility	Timeframe	Resourcing	Internal Evaluation
<ul style="list-style-type: none"> <li>● Whānau Engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Working together with whānau aspirations for their tamariki. This requires teachers to shift from their traditional role of 'expert' and become collaborators alongside children.</li> </ul>	Peata Thompson - Whānau Engagement Leader providing opportunity for whānau discussion.	On-going	Professional Reading:	<p>Conferences and meetings set up with whānau.</p> <p>Walk through, team meetings</p> <p>Whānau Survey.</p>
<ul style="list-style-type: none"> <li>● Professional Growth Cycle.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers understand Teaching as Inquiry (Professional Growth Cycle) and how this is used to support target students.</li> </ul>	Ngaere Durie & SLT, Team Leaders and all teaching staff.	Term 1-4	Targeted in-school PLD to improve professional responsibility through professional growth cycle by Dr Wendy Moore.	<p>Teacher reflective practice will be built into the appraisal system.</p> <p><b>IMPORTANT QUESTIONS FOR STAFF &amp; STUDENTS:</b>  <b>What</b> am I learning?  <b>Why</b> am I learning this?  <b>How</b> do I know I have been successful?  <b>What</b> do I do when I'm struggling?  <b>What</b> are my next steps in my learning?  <b>What</b> do I do when I am finished?</p>
<ul style="list-style-type: none"> <li>● To gain a better understanding of our tamariki and use this knowledge to <b>personalise their teaching programmes.</b></li> </ul>	<ul style="list-style-type: none"> <li>● All parents and whānau feel very comfortable with their understanding of their children's progress and achievement in relation to the National Standards and what they can do to support this.</li> </ul>				

## GOAL 3: *"Nāu te rourou, nāku te rourou, ka ora ai te iwi."*

*"With my food basket and your food basket we will sustain everyone."*

Actively upholding the three principles as Treaty partners.

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.

Action	Expected Outcome	Responsibility	Timeframe	Resourcing	Internal Evaluation
<p>Providing an opportunity for all students to learn Te Reo Māori me ōna tikanga Māori at our kura.</p> <p>Accountable for the performance of your school in relation to Māori student achievement</p> <p>Inclusive of mana whenua in decision making and at a governance level.</p> <p>Ensuring your school is a good employer by supporting school staff</p>	<ul style="list-style-type: none"> <li>• Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.</li> <li>• In the interest of all, Māori have the same rights and opportunities as non-Māori.</li> <li>• Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.</li> <li>• Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga</li> </ul>	<p>Ngāti Ranginui Mana Whenua Ngā Tamarawaho kaumatua Ngaere Durie Board of Trustees Staff Whānau and students School community</p>	<p>On-going</p>	<p>Te Tai Whanake ki Tauranga Moana Nick Adams, Khan Butler &amp; Aramahou Ririnui, Te Tai Whanake ki Tauranga Moana Project Leads Funded through the Kāhui Ako.</p> <p>Targeted in-school PLD to improve leadership led by Dr Wendy Moore.</p> <p>Future of Education Vianney Douglas, MOE Lead Advisor Ngāti Ranginui, Te Arawa, Ngāti Porou</p>	<p>Kaumatua &amp; whānau feedback</p> <p>Whānau Survey</p> <p>Whānau Hui</p> <p>Appraiser for principal.</p>

to teach and support Māori students effectively.	kotahitanga, rangatiratanga. <ul style="list-style-type: none"> <li>• Inclusion in the new school build.</li> </ul>			Ki te pae o angitū - Realising & Fulfilling Māori Potential Yolande Tipuna, Te Tai Whanake ki Tauranga Moana Ngāti Ranginui Project Lead	
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## 2022 TARGETS



### Goal 1: Working towards a smooth, supported transition to our new School. (2022)

- Alignment and data evidence driven discussions on explicit deliberate acts of teaching.
- Relational trust and understanding personality traits strengths & challenges.
- Collaborative practice teaching and learning throughout the kura.
- Whakamanahia alignment across all and inclusive of all. (Staff & Students)
- Property New Build completed by November 2023.

Each term each team reviews data in 2022. 👍

### Goal 2: Student Achievement (2022)

- (Covid setting) - Whānau Engagement via Zoom / SeeSaw / Team Facebook pages /
- Professional Growth Cycle / Appraisals - alignment eg: trauma / leadership (Dr Wendy Moore, Jacqui Patuawa, Lisa Morresey - Evaluation Associates)
- Teaching programmes are explicit, deliberate acts of teaching, learning needs focused and looking at the whole child wellbeing (Tapa Whā)

WRITING DATA -

2022 - TARGETS

- PŌKAPŪ (Y0-Y2) TAUIRA 70% AT OR ABOVE NZC EXPECTATIONS.
- MĀORI TAUIRA OF PŌKAPŪ (Y0-Y2) WHĀNAU 70% AT OR ABOVE NZC EXPECTATIONS.
- BOYS OF JUNIOR TEAM 70% AT OR ABOVE NZC EXPECTATIONS.
  
- KAITERE (Y5-Y6) TAUIRA 70% AT OR ABOVE NZC EXPECTATIONS.
- MĀORI STUDENTS OF SENIOR TEAM 55% AT OR ABOVE NZC EXPECTATIONS.
- BOYS OF KAITERE (Y5-Y6) TAUIRA 55% AT OR ABOVE NZC EXPECTATIONS.
  
- WAIAWA Y3-Y4 TAUIRA 70% AT OR ABOVE NZC EXPECTATIONS.
- MĀORI STUDENTS OF SENIOR TEAM 70% AT OR ABOVE NZC EXPECTATIONS.
- BOYS OF MIDDLE TEAM 55% AT OR ABOVE NZC EXPECTATIONS.
  
- WAIPAPA (Y0-Y2) TAUIRA 65% AT OR ABOVE TMAO EXPECTATIONS.
- WAIPAPA (Y3-Y4) TAUIRA 65% AT OR ABOVE TMAO EXPECTATIONS.
- WAIPAPA (Y5-Y6) TAUIRA 65% AT OR ABOVE TMAO EXPECTATIONS.

#### RESOURCES:

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- Developing a Writing Programme - Andrew Langley, Write That Essay.
- Te Reo A Waha - Oral Language - Tei Nohotima.
- Unpacking the Writing Framework and how to use the Writing Rubrics - Vicky Jeffares & Emma Bryant, Across School Teachers.

#### Goal 3: Te Tiriti o Waitangi.

- Partnership
  - Providing Te Reo Māori me ōna tikanga Māori at our kura.
  - Māori students achieve as Māori.
  - Mana whenua - included
- Māori Achievement is monitored across the school and tracked closely.
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