



# Maraekakaho School Charter 2023 - 25

Vision	Mission	Maraekakaho Values
Making a difference for ourselves and others for the future	Maraekakaho students will form a love of learning, become risk takers, experience success, have confidence to be themselves, be kind and caring. They will leave Maraekakaho socially and emotionally well-rounded, be connected to their rural environment and have the skills and broad knowledge base to be able to adapt to an ever-changing world.	<p>We will make a difference by encouraging our students to be:</p> <ul style="list-style-type: none"> <li>• Connected – to ourselves (mindfulness), school, community and globally; the past, present and future</li> <li>• Inquisitive – questioners and seekers of knowledge and understanding</li> <li>• Creative – innovative thinkers and problem solvers</li> <li>• Resilient – able to have a go and keep trying especially when it gets hard</li> <li>• Respectful - to ourselves, others and the environment</li> <li>• Kind - to others</li> </ul>

Guiding Principles		
We believe that;	We will do this by;	We have been successful when;
<ul style="list-style-type: none"> <li>• Effort, determination and success should be celebrated</li> <li>• Our curriculum should enable all students to become active, confident, creative, innovative life-long learners</li> <li>• Our students will develop positive</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a welcoming, inclusive environment for all learners, their families and our wider community</li> <li>• Fostering an environment that appreciates individuality and uniqueness</li> <li>• Utilising our unique rural environment,</li> </ul>	<ul style="list-style-type: none"> <li>• All learners have the confidence to participate in all learning areas of our New Zealand Curriculum and exhibit the Key Competencies</li> <li>• Our students intrinsically display our school values in their everyday lives</li> </ul>

behaviours to learning and be living examples of our school values <ul style="list-style-type: none"> <li>• Our students will develop an awareness and appreciation for their environment</li> <li>• Maori as tangata whenua have a unique position in New Zealand</li> <li>• Maraekakaho School is a hub for our rural area and we need to promote a positive image to the wider community</li> </ul>	resources and people to develop our student's appreciation for the Maraekakaho area <ul style="list-style-type: none"> <li>• Teaching positive behaviours that are linked to our school values and reward students who display these values</li> <li>• Providing opportunities for students to take action in addressing environmental issues in our community</li> <li>• Recognising and honouring the principles of the Treaty of Waitangi</li> <li>• Organising and hosting a variety of activities, performances and special events</li> </ul>	<ul style="list-style-type: none"> <li>• Our learners recognise and take part in actions that help their local rural/beach environment and our school community</li> <li>• Our students appreciate maori's place as tangata whenua, their close connection to the land and how their customs can teach us to live more sustainably</li> <li>• The community come together to celebrate the successes of our students and take part in organised events</li> </ul>
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Recognising New Zealand's Cultural Diversity		
Our Maori dimensions are reflected by:	We recognise cultural diversity by:	We show equity by:
<ul style="list-style-type: none"> <li>• Recognising the traditions and protocols of the tangata whenua</li> <li>• Developing and promoting an awareness of tikanga and te reo Maori in order to foster a better bi-cultural understanding of the Treaty of Waitangi</li> <li>• The implementation of Ka Hikitia as an integral part of staff professional discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting whanau to establish their educational wishes for their tamariki</li> <li>• Valuing all cultures in our school and creating authentic opportunities for our children to learn about other</li> <li>• Treating students from all cultures with dignity and respect, and finding the most effective way to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture</li> <li>• Valuing and respecting the traditions and history of Maori and observe sensitivity to Tikanga Maori</li> <li>• Giving effect to Te Tiriti o Waitangi through Participation, Protection and Partnership</li> </ul>

Who is Maraekakho School?		
Maraekakaho School is a growing contributing state primary school. It is situated in a rural location, 15 minutes from Hastings and 20 minutes from Taradale. The school caters for Year 1-8 students and is decile 8. The school was established in 1894 and has a very proud history. We are fortunate to have a strong supportive community who involve themselves in the learning process along with a passionate and dedicated	The school has six classes in two teams. We have two new modern learning classrooms and two of the other classes are being adapted to create innovative learning environments. There are two teacher aides, an administrative manager, a librarian and a part-time groundsman. The community is supportive of the school and have high expectations for their children. They have a range of talents and skills to support the students'	Students enjoy taking part in a diverse range of activities including day trips to the beach, planting trees, inter-school cross country, swimming and athletics. They have teams playing in the local outdoor hockey competitions, girls playing in netball teams and a team playing basketball during the week. In summer we have teams playing cricket and touch rugby in local competitions. All children go on EOTC including camps to

<p>teaching team and support staff.</p> <p>The school is situated on the banks of the Ngaruroro River and has expansive grounds including a large swimming pool. This has a very positive impact on our school culture as there are considerable playground areas for our children.</p> <p>We have a farming/agricultural community with many vineyards surrounding the school. The majority of our students arrive at school by bus from Whakapiro Road/Raukawa, Tiko and town or Kereru.</p> <p>Our school grounds are attractive and well maintained. We have a large adventure playground, a sand pit, and a turf. We have a large playing field with a cricket pitch and a large school pool.</p>	<p>learning and the running of the school.</p>	<p>Palmerston North, an urban camp to Wellington and Turangi.</p> <p>Our school roll has an even gender balance. We have 11% Maori and the majority of other students are NZ European.</p> <p>We are part of the rural schools sports cluster in the area.</p>
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# Strategic Priorities and Goals 2023 - 25

Learning	Community	Well-being	Cultural Responsiveness
To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships.	To maximise the unique rural context of the community to support learning, and provide opportunities to gain an understanding of the world around us.	Develop a resilient attitude to learning and an empathy for others so everyone at Maraekakao feels safe, appreciated and included for who they are.	Identity, language, culture, and whakapapa are respected and valued.
Digital Fluency/Robotics Mathematics review Reading Recovery – Early Literacy Structured literacy Science development	Localised curriculum – whanau engagement plan Rural environment/viticulture Local river eco system School Gardens Market Day	PB4L Staff Well-being - EAP Reporting tool functionality	Aotearoa NZ Histories Curriculum Culturally responsive children - Giving effect to Te Tiriti o Waitangi and the changes within the Education and Training act
<b>Core Strategies 2023 - 25</b>	<b>Core Strategies 2023 - 25</b>	<b>Core Strategies 2023 - 25</b>	<b>Core Strategies 2023 - 25</b>
<ul style="list-style-type: none"> <li>Utilise professional development into how students learn best by developing Student Agency</li> <li>Teachers inquire into their practice and look for new ways to bring about student success</li> <li>Promote Maori succeeding as Maori</li> <li>Raise achievement in Writing by utilising our school writing matrix to develop specific learning goals</li> <li>Raise achievement in Reading by continuing with Reading Recovery and Structured Literacy groups</li> <li>Effectively integrate digital learning tools</li> <li>Improve teacher fluency with digital learning tools to lift student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Localised curriculum which includes community resource capabilities</li> <li>What does our community constitute progress and success?</li> <li>Engaging Maori and promoting success for Maori as Maori</li> <li>Work with Learning Support Co-ordinators (LSCs) to gain specialised support for identified students</li> </ul>	<ul style="list-style-type: none"> <li>Leader, teachers and the community collaborate and build mutually respectful relationships</li> <li>Parent and school conversations are focused on learning progress and well-being of students</li> <li>Promote the importance of a healthy lifestyle and encourage responsible risk taking in an outdoor environment</li> <li>Review pastoral care and behaviour management through PB4L Tier 1</li> <li>Provide students with opportunities to enhance social leadership responsibilities</li> <li>Consult with the community on the</li> </ul>	<ul style="list-style-type: none"> <li>Give effect to Te Tiriti o Waitangi through Participation, Protection and Partnership</li> <li>Create an event which celebrates all cultures within our school community</li> <li>Te Reo and Tikanga Maori learning for staff through Kahui ako initiatives</li> <li>Kahui Ako Across School leader supports our WST and principal to introduce and implement the Aotearoa NZ Histories curriculum</li> </ul>

# Annual Plan 2023

**Strategic Goal 1:** To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships. ([NELP 1 – 4](#)) (NELP Obj 1 and 2 # 1 – 4)

**Annual Goal:** a. Continue to develop teacher and student Digital Fluency  
b. Enhance teacher and student understanding in Mathematics

Objectives	Actions - What/How	Indicators of Progress	When	Who
Supporting teachers and students to confidently and effectively use digital technologies to enhance teaching and learning outcomes.	<ul style="list-style-type: none"> <li>Applied for additional PLD for 2023/24</li> <li>Engage Digital Circus to continue running our PLD</li> <li>Develop a Digital Action Plan for Maraekakaho School</li> <li>5 in class professional learning sessions during the year lead by Digital Circus</li> <li>Staff sessions to share back what teachers have done in the classroom and to support each other's development</li> <li>Share children's successes with colleagues and families on Seesaw</li> <li>Continue using Seesaw for students to reflect on their learning and to share learning with whanau</li> </ul>	<ul style="list-style-type: none"> <li>PLD application accepted</li> <li>PLD provider organised with professional learning timeline set up for 2023</li> <li>Feedback from staff in their professional learning journal and through discussions</li> <li>Feedback from whanau on Seesaw</li> </ul>	<p>End of Term 3 2022</p> <p>Term 1 and 2</p> <p>Term 1 - 4</p>	<p>All teaching staff</p> <p>Digital Circus</p> <p>Students</p> <p>Parents</p> <p>Teachers</p> <p>Staff</p>
Accelerate the achievement of all students in Mathematics	<ul style="list-style-type: none"> <li>Share 2022 data with staff and analyse, identifying needs and trends</li> <li>Compare to longitudinal data</li> <li>Needs analysis of class done by teachers</li> <li>Review planning to achieve Numeracy goals</li> <li>Review Mathematics overviews to ensure strand maths teaching is taking place</li> <li>Revisit the use of assessment tools</li> <li>Develop the use of rich tasks and teaching number through strand</li> <li>End of each term analysis of data and review programmes</li> <li>Set meetings to discuss target groups, their progress and supports</li> <li>TA working with students on specific programmes. Review Action plans</li> </ul>	<ul style="list-style-type: none"> <li>Share Class Needs analysis Term 1 and Term 3 in staff meeting</li> <li>Teachers able to discuss target groups progress at set meetings</li> <li>Will maintain upto date data and provide data for SW analysis</li> <li>Staff and principal analyse data together</li> </ul>	<p>Term 1 Wk 6</p> <p>Term 1 and 3</p>	<p>Wendy</p> <p>Sandy</p> <p>All teaching staff</p>

Continue the Reading Recovery Early Literacy programme	<ul style="list-style-type: none"> <li>• Application submitted to Reading Recovery tutor and MOE for 0.4 Reading recovery</li> <li>• Early literacy component now included in Reading Recovery</li> <li>• 2022 data gathered, analysed and submitted to tutor then MOE</li> <li>• RR students at school regularly to ensure continuity of programme</li> <li>• Reading recovery PLD at Henry Hill school and online for teacher</li> <li>• Ongoing assessment of students</li> </ul>	<ul style="list-style-type: none"> <li>• Application accepted</li> <li>• Vanessa to start with 4 students and an identified group of 5.5 – 6 yr. olds from Rom 1</li> <li>• Meet with parents of reading recovery students to discuss expectations and inform them of their responsibilities</li> <li>• Evaluate students to see if they have made accelerated progress</li> <li>• Final assessments carried out and logged on RR ESL portal</li> </ul>	<p>Term 3 2023 Term 1</p> <p>Term 4 2023</p> <p>Beginning of Term 1</p> <p>Term 1 – 4</p> <p>Term 4</p>	Vanessa Jen Sammie Sandy Parents Students
Enhance student and teacher capabilities and understanding in Science	<ul style="list-style-type: none"> <li>• Gather background information about potential PLD programs</li> <li>• Plan Science Inquiry learning topics for 2023</li> <li>• Connect with other Kahui schools regarding potential PLD collaboration</li> <li>• Investigate online Science PLD</li> <li>• Contact MOE Science PLD providers</li> <li>• Visit other schools innovatively teaching Science</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Discuss potential PLD options</li> <li>• Discuss how we can share resources and how other schools are enhancing science</li> <li>• Enroll staff in online course if appropriate</li> <li>• Apply for MOE Science based PLD</li> <li>• Start Science PLD</li> <li>• Visit schools</li> </ul>	<p>Term 1 2024</p> <p>Term 1 2024</p> <p>Term 2 2024</p> <p>Term 1 2024</p> <p>Term 1 2024</p> <p>Term 2 2024</p> <p>Term 3 2024</p>	All teaching staff

### Targets for Mathematics, Reading and Writing 2023

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 85% of all students working at or above the expected level in Mathematics</li> <li>• 50% of target students make accelerated progress in Mathematics</li> <li>• 80% of Maori students working at or above the expected level in Mathematics</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• 85% of all students working at or above the expected level in Reading</li> <li>• 80% of Maori students working at or above the expected level in Reading</li> <li>• 50% of target students make accelerated progress in Reading</li> </ul>
<b>Reading Recovery</b>	<ul style="list-style-type: none"> <li>• Implement new Early Literacy programme with Explorers group</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• 85% of students achieving at or above expectation by the end of the year in Writing</li> <li>• 70% of Maori students working at or above the expected level in Writing by the end of the year</li> <li>• 50% of target students make accelerated progress in Writing</li> </ul>

**Strategic Goal 2:** To maximise the unique rural context of the community to support learning and provide opportunities to gain an understanding of the world around us. (NELP Obj 1 # 2)

**Annual goal:** Explore how the rich localised context of Maraekakaho can engage learning in an authentic way

Objective	Actions - What/How	Indicators of Progress	When	Who
Develop a Maraekakaho Local Curriculum document	<ul style="list-style-type: none"> <li>Reviewed Inquiry overview and incorporate local resources where appropriate</li> <li>Staff discussion around which one of our Inquiry focuses for the year</li> <li>Gain support from MOE on developing our local curriculum</li> <li>Staff discuss and share 'what is too important for them to leave out'</li> <li>Children design and write a questionnaire to taken home to their families to gather community voice</li> <li>Connect with MKK Focus group</li> <li>Think how the school can be the turangawaewae for the area</li> <li>Invite ex pupils of Maraekakaho School to come in for a morning tea to share their memories of school</li> </ul>	MOE curriculum lead to attend staff meeting  Staff ideas reviewed and collated	Term 1 2023  TOD 31/1/23	Sandy  Staff
Utilise our school gardens as a learning environment for our akonga	<ul style="list-style-type: none"> <li>Create a planting and action plan for 2023</li> <li>Maintenance plan for garden in preparation for planting</li> <li>Using produce to cook</li> <li>Investigate other sustainable opportunities</li> </ul>	Action plan for 2023  Planting plan Inventory of equipment needed Gardening groups job sheet	Term 1  Term 2  Term 1  Term 1	Staff  All students  Staff Students Board/school families
Provide the opportunity for students to have EOTC experiences in our area	<ul style="list-style-type: none"> <li>Beach Education</li> <li>Local camp for Senior classes</li> <li>Class walk down to the river to explore</li> <li>Native tree planting</li> <li>Science activities</li> </ul>	Waimarama Beach School Wellington Palmerston North	Term 1 Term 1 End of Term 3  Term 1  Term 3	Staff  Parents  Students, staff, parents

**Goal 3:** Develop a resilient attitude to learning and empathy for others so everyone at Maraekakaho feels safe, appreciated and included for who they are. (NELP Obj 3 # 6)

**Annual goal:** Implement PB4L Tier 1 systems at Maraekakaho with fidelity

Objective	Actions - What/How	Indicators of Progress	When	Who
Introduce Positive Behaviour for learning programme	<ul style="list-style-type: none"> <li>Initial staff meeting to introduce PB4L-SW</li> <li>Decide on PB4L-SW leader and coach</li> <li>Decide on PB4L-SW team members</li> </ul>	80% of staff indicate they will take an active part in the implementation of PB4L at Maraekakaho School	Term 4 2022	Sandy Staff Jens Andersen - MOE
Set up structures and systems to support the implementation of PB4L Tier 1	<ul style="list-style-type: none"> <li>Review school values</li> <li>SET completed</li> <li>Create School expectations matrix</li> <li>Develop School Wide positive reinforcement system</li> <li>Review 'Responding to inappropriate behaviour' flowchart</li> </ul>	<p>TOD to share the PB4L process</p> <p>Expectations matrix introduced</p> <p>Begin to use agreed positive reinforcements and implement</p>	<p>Term 1 TOD</p> <p>Term 1/2</p> <p>Term 2/3</p>	MOE facilitator - Jens Sandy SM team Staff
Staff well-being	<ul style="list-style-type: none"> <li>Share opportunity to use EAP services if staff need support</li> <li>Set up a social committee</li> <li>Diary a staff social activity each term</li> <li>Be mindful of not adding too many extra activities to the term calendar</li> <li>Birthday shout draw</li> <li>Social fund raffle</li> </ul>			



<b>Goal 4:</b> Their identity, language, culture, and whakapapa are respected and valued. (NELP Obj 1 # 1)	<b>Annual Goal:</b> Maraekakaho students understand their place in the world, where they fit and the importance of their cultural heritage and that of tangata whenua
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Objective	Actions - What/How	Indicators of Progress	When	Who
Support students gain an understanding of their cultural background and develop empathy and connections in the community	<ul style="list-style-type: none"> <li>Strengthen learning partnerships with families</li> <li>Gain an understanding of Maori history in the area as the foundational history</li> <li>Develop an understanding of European settlement in the area</li> </ul>	Each family completes a page of a digital family/whanau book	Term 2  Term 1	Sandy  Staff Students
Unpack Aotearoa Histories curriculum document	<ul style="list-style-type: none"> <li>Develop an implementation plan for Maraekakaho School</li> <li>Think how we can incorporate the AHC into our Inquiry plan</li> <li>Engage with local rohe</li> <li>Visit the woolshed and significance to MKK</li> </ul>	Implementation plan started  Be prepared to teach aspects of the new curriculum Find out about local stories from the community	Term 1  Term 2  Term 2	Kahui WST Staff
Reflect local tikanga maori, matauranga maori and te ao Maori	<ul style="list-style-type: none"> <li>Community consultation giving effect to Te Tiriti o Waitangi</li> <li>Meet each maori family to talk about children's learning and what they expect for their children when they leave Maraekakaho at Year 8</li> <li>Preparation for Kahui Ako Kapa haka festival</li> <li>Kahui Ako te reo maori learning</li> </ul>	Meet with families to discuss their expectations for their children      School Matariki celebration	Term 2 make times to meet  Find out about each family and child   Term 3  Term 2	Sandy  Whanau  Ka Tihema   MOE Sandy