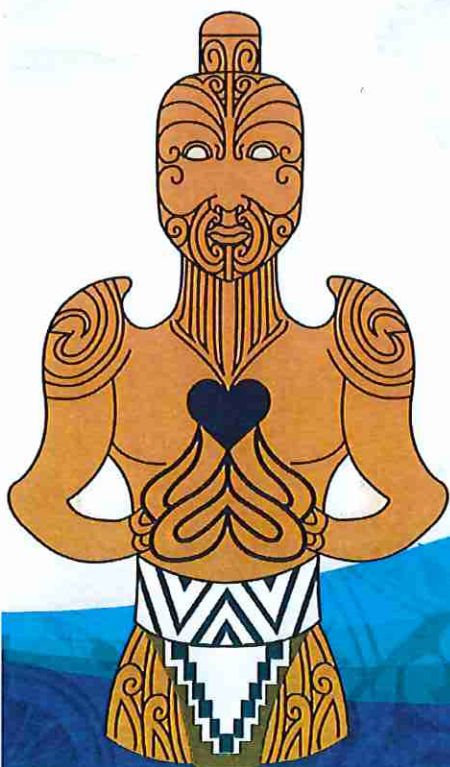




School Charter



MOE : 2644



School Charter 2022

INTRODUCTION

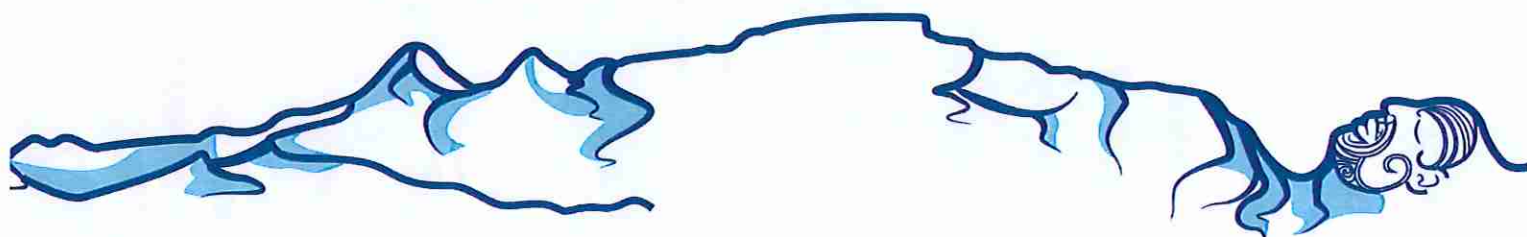
- General Description
- Staffing
- Vision
- Graduate Profile
- Cultural Diversity

STRATEGIC GOALS

- Strategic Plan 2022

ANNUAL PLANS

- Annual Aim 2022
- Annual Improvement Goal 2022
- Supporting Annual Improvement Goal
- Annual Plan 2022 (Supporting Annual Aim)
- Charter/Strategic Consultation Plan
- Board of Trustees Governance Calendar
- Longitudinal Data





*Ko Maramatanga te Maunga
Ko Manaakitanga te Moana,
Ko Whanaungatanga te Waka,
Ko Te Whai Hiringa te Kura.*

Nga wauwata o te kura

Peterhead Vision

To provide a culturally sustaining environment that empowers each child throughout their school journey. Our 3 Kete are the foundation of this approach which weaves together emotional, social and learning success, developed through a secure cultural identity.

Te Whai Hiringa - Peterhead is a full primary school (Years 1-8) with a roll of over 520 students, providing for these students a huge amount of academic, cultural and sporting opportunities. Our ethnic demographics are Māori 74%, Samoan, 14% Pākehā 6%, Cook Island 5%, Tonga 1%, Indian.4%, Niuean .2%, South East, Asia .2%

At Te Whai Hiringa - Peterhead students, whānau and community are provided with :


The three kete of learning drive our school values and learning - they encompass all that we do.

- Māramatanga - I Think
- Manakitanga - I Care
- Whanaungatanga – I Belong



- A restorative approach to learning and addressing issues. We are a PB4L School - Tier Three School that celebrates culture, diversity and difference.
- A culturally-sustaining school with a shift to a localised curriculum with a focus on decolonising our curriculum and indigenising our resources.
- A culture of excellence with high expectations of students and staff who are highly resourced, innovative and are always striving to do better.
- An outstanding safe and secure school environment that supports learning, equity & inclusivity.



- Team Mauriora learning support team - supporting students, staff and whānau wellbeing. 
- Strengthening our identity - He aha te mea nui āo te o? He tangata, he tangata, he tangata. Putting people, relationships and feelings first making sure to include voices from whānau, home, community and iwi.
- Thinking of the environment as an important messenger to our whānau colouring in the white spaces. (Anne Milne development)
- An emphasis on building relationships that support smooth transitions to school for all students and whānau.
- Using coaching as a tool to build agentic practices vehemently reject deficit theorising and addressing our bias.

Te Whai Hiringa graduates leave the kura wrapped in a feather adorned kākahu. The feathers are woven together and represent each graduate's learning over their time at Te Whai Hiringa. Emotional, social and learning success is developed through a secure cultural identity so all graduates are ready for their next learning journey at secondary school and beyond.





General *Description*

General Description of Te Whai Hiringa - Peterhead School

Our school was named after Peterhead Village in Scotland. The surrounding villages are represented by our school houses Boddam, Crimond, Hatton & Strichen.



Peterhead School is a 1B full primary - with 500+ pupils (U6). The school's ethnic composition is predominantly Māori (70%), with a growing number of Pasifika children (23%), the majority of these being of Samoan and Cook Island descent, with Tongan and a small number of European students.

The majority of the students live in the wider Flaxmere community, while some of the students travel from Hastings. The unique nature of our school provides students and whānau with a range of educational opportunities both inside and outside the classroom. There are evolving graphics that represent who we are as a school, always holding strong to our poutama representing the stairway knowledge through the kete of knowledge accessed by Tāne. The harakeke represents our community: Pāharakeke Flaxmere.

The Three Kete were created to encompass the Key Competencies, the school values and the commitment to include whānau into our learning community. This was later added to, to reflect the evolution of the school as a part of the PB4L training. Our Māori whakapapa was changed from Upoko Petera to Te Whai Hiringa under the advice of language expert Dr Jemery Tatere MacLeod. We have a very robust review process that ensures every option is being considered with regard to raising student achievement.



Staffing Description

Staffing

This year 2022 we have focussed in on two MOE pilot programmes:

1. Reading Recovery. Supplementary Reading Recovery teachers are employed on a part-time basis with a consistent roll of 8 students on Reading Recovery
2. Learning Support Coordinator: employed on a 1.0 basis and is in charge of coordinating the special needs of a diverse number of children as well as communicating within the school and with outside agencies
3. SWIS (Social Worker in Schools), RTLB's and other outside agencies - Peterhead School works closely with these agencies and support staff

We have three PCT (Provisionally Certificated Teachers): one in their second year of the teacher certification process and two who are in their first year. We have experienced mentor teachers to expertly guide these PCTs as well as a whānau of teachers, leaders, learning coaches and support staff whom all play a part in educating and developing our PCTs. We are currently a partnership school with EIT (Eastern Institute of Technology) and this year we are hosting Year Two students.

Our staff are hardworking reflective practitioners who are committed to providing an environment that provides the best learning outcomes to progress and accelerate the learning of the students who attend Peterhead School. We have a Senior Executive Leadership team comprising of the Principal, DP and AP. All are in walking positions and work in close communication with each other to lead the school. They are experienced leaders of education who are dedicated to seeing achievement in an inclusive whānau atmosphere. We have four team leaders who are all highly effective teachers in their own right.





Vision

Te Whai Hiringa

Vision

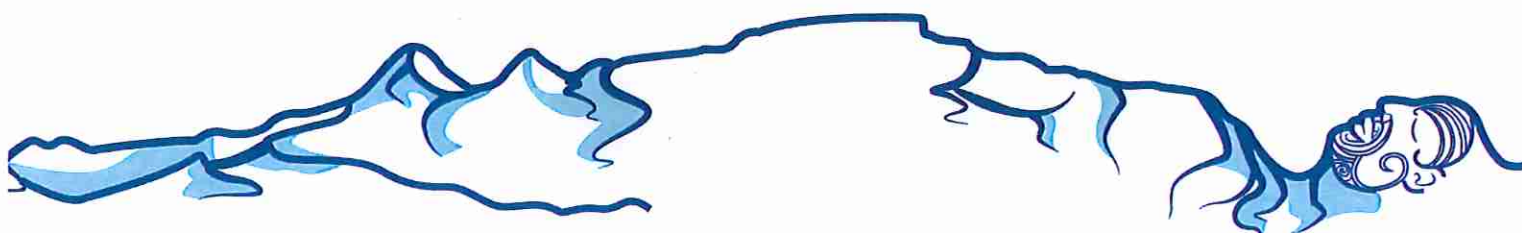
Over the past five years, we have undergone a number of changes that have been further supported by the Positive Behaviour for Learning Programme, Incredible Years and Restorative Practices. The school is currently a PB4L Tier 3, supported and funded through the Ministry of Education. This has seen the maintenance of the Three Kete and the embedding of these into the school culture. So much so that they permeate into who we are as a school. Cultural capability and sustainability have been the school focus in terms of professional learning since 2020 in various shapes and forms. The intention is that one focus leads to the next level of learning.

1. **University of Waikato:** Poutama Pounamu, including *Rongohia te Hau* survey.
2. **Ann Milne (2003):** '*Colouring in the White Spaces*': professional learning utilising the '*auditing your white spaces*' tool. TOD and 2-year online learning programme looking at:
 - Decolonising the curriculum
 - Reframing Student Achievement
3. **Te ahu o te reo Māori:** Full school te reo Māori development with Kauwaka associates. This is named Te Toka Tūroa and was gifted to the programme by Tā Timoti Karetu.





- The school is dedicated to providing Te Reo Māori instruction at all levels including extension Te Reo Māori for those students who show this is needed.
- We adhere to the inclusion of tikanga across the school; including karakia, welcoming of visitors, opening of hui and other general tikanga
- A culturally sustaining school with a shift to localized curriculum with a focus on decolonising our curriculum and indigenising our resources.
- Employment of staff who are reflective of the cultural makeup of our students. We have Māori and Samoan speaking learning coaches, ESOL director and teachers who are aware and support both the schools values as well as having a unique life perspective of Māori and the people of the Pacific.
- We provide Kapa Haka and Pasifika across all levels of the school
- We have four ELA (English Language Assistants) trained learning coaches.
- Choir will be developed in 2022
- The weekly and termly school newsletter is aimed at communicating with all parents within the school community, celebrating success and keeping our families informed of learning, school and community events.





Te Whai Hiringa

Peterhead

- The Peterhead School curriculum is localised and is reflective of the New Zealand Curriculum, Ka Hikitia and the Pasifika Plan.
- We are embarking on a school-wide Peer Coaching model. This is based on Jim Knight's (2004) The Impact Cycle, using a dialogical coaching approach.
- Professional Learning has been focused around culturally sustaining practices. We have engaged in: Poutama Pounamu with Waikato University, Ann Milne's 'Colouring in the White Spaces' using her 'auditing the your white spaces' and Te Toka Tūroa - Te ahu o te reo Māori professional learning with all staff

In accordance with Sections 64 of the Education Act, the Peterhead School Board of Trustees undertakes to take all responsible steps to achieve the purpose, aims and objectives in this charter which have been approved by the Board following consultations with the community in terms of Sections 61 & 63 of the Education Act. All reasonable steps are taken to provide instruction in tikanga and te reo Māori for full-time students whose parents request it. Full account is taken of the National Education guidelines and all statutory obligations.

The Board of Trustees accepted this charter as it's undertaking to the Ministry of Education .

This charter was submitted to the Ministry of Education for the minster's approval on

Date: 1 March 2022

Peterhead BOT Chairperson: _____

Peleti Tuala-Fata

