



PALMERTON NORTH INTERMEDIATE NORMAL SCHOOL
CHARTER 2023



Mana motuhake
Being independent
Mana tangata
Reflection
Whaiwhakaaro
Determination
Hiringa

MĀIA
CONFIDENCE

Self talk
Goals
Hiahia
Taking risks
Have a go
Mātātoa
Participate
Whai wāhi
Inspire

Fearless
Trust
Calm
Mārie
Whakamā
Self

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CHARTER 21-23



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INTERMEDIATE SCHOOL

SCHOOL PROFILE



SCHOOL PROFILE

Students at Palmerston North Intermediate Normal School are challenged with opportunities to participate and achieve, at and beyond their level in a range of academic, cultural and sporting programmes.

The school continues the development begun at primary school but adds a new range of learning opportunities to meet the broadening interests and developmental requirements of pre-adolescents.

Palmerston North Intermediate Normal School opened in 1941; it is the oldest of three intermediate schools in the city. A decile 8 school, Palmerston North Intermediate Normal School is located near the central business district.

As a 'Normal' School (from l'école Normale) the School has a close association with Massey University College of Education. Throughout the year the School works closely with the Massey University Institute of Education, to facilitate programmes that benefit our students and prepare teacher trainees for teaching.

CORE VALUES (5 KEYS TO SUCCESS)



CONFIDENCE means feeling you can do it. It means not being afraid to make mistakes or to try something new.



PERSISTENCE means trying hard and not giving up when something feels like it's too difficult to do.



ORGANISATION means setting a goal to do your best in your school work, planning your time so you're not rushed, having all your supplies ready and keeping track.



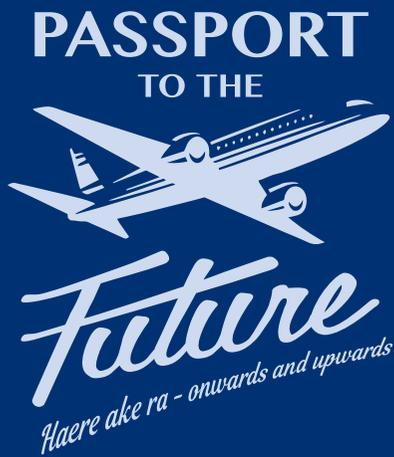
GETTING ALONG means working well with classmates, solving problems together and learning in a respectful environment where all students can reach their potential.



RESILIENCE is being able to bounce back when something bad happens. Resilience means being aware of one's feelings and knowing how to stop getting too angry, down or worried when something bad happens.



**HAERE AKE RA
PASSPORT TO THE FUTURE**



What is the next destination on your learning journey?

How will you get there?

Who will support you to get there?

OUR VISION

The PNINS Passport to the future is our vision – we are about growing great learners.

Destination Hauora (Well-Being), Destination Respect (Manaaki), Destination Success (Angitu) and Destination Learner (Ako) are the places you will visit. You may stay for a while or just a stopover to focus on one part at each visit. You can't travel alone – you need others to collaborate with and learn alongside – this includes your teachers and your whānau.



The 5 Keys to Success will assist you along the way. Being well organised, resilient, persistent, confident and the ability to get on with others is something you will learn more about at PNINS. These give you the tools to reach your destination.

Your passport is valid for two years – however, the learning within each destination will be valid for your lifetime. Collect stamps, badges, VPs and Kenos along the way – this tracks your travels and verifies where you have been.

From the words of Dr Seuss, *you have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.* The brains in your head give your body the directions it needs to take you where you want to go. You just have to know where it is you want to go. Determining your destination is priority one. What the brain can dream up, the body can fulfil as long as there is a strong determination and a clear vision of what it is that is wanted. The great part is that this is all up to you, you have plenty of choices and there are countless directions that you can head.

Enjoy the PNINS journey.



STRATEGIC GOALS

STRATEGIC GOALS



1. To have **HIGH LEVELS** of **LITERACY & NUMERACY ACHIEVEMENT**

- To create texts to meet specific writing purposes across the curriculum
 - To increase students' ability to develop a range of reading comprehension strategies that they can select from to understand text
 - To improve students' ability in applying strategies to solve a range of mathematical problems
-

2. To provide effective and **FUTURE FOCUSED** curriculum programmes delivered by **HIGH QUALITY EDUCATORS**

- To put in place an effective professional development programme that will enable teachers to review and refine assessment, planning and teacher evaluation; and to strengthen and develop teacher practice through Teaching as Inquiry
 - To use technology to enhance learning opportunities for students and staff
 - To develop effective leadership capability of governance, staff and students
-

3. To recognise and cater for students' **CULTURAL & SPECIAL LEARNING NEEDS**

- To ensure that the learning, social and cultural needs of students in the mainstream are identified and programmes are implemented to meet these students' specific needs
 - To ensure that all students, including those with identified special needs, develop the confidence to participate, engage and achieve in learning activities within the classroom context and school-wide programmes
-

4. To provide and promote student **PARTICIPATION IN A WIDE RANGE of sporting and cultural opportunities**

- To identify existing practices, and to incorporate new initiatives in order to learn about the different cultures and celebrate the cultural diversity of this school
 - To provide a wide range of sporting opportunities to increase participation
 - To have greater success in local and national sporting events
-

5. To provide for the **SOCIAL & EMOTIONAL** needs of students

- To cater for the social and emotional needs of the pre adolescent students
 - PB4L school wide to be implemented, supported and well resourced
-

6. To encourage an **EFFECTIVE PARTNERSHIP** between the school and its community

- To introduce to students across both year groups, possible future jobs, course and career choices, and identify pathways to realise their dreams
 - To provide effective transitions from Primary to Intermediate and Intermediate to secondary
 - To strengthen communication between home and school in all aspects of school life
 - To involve whānau and families in their child's learning
-



STUDENT ACHIEVEMENT

Targets for student achievement will be identified through consultation with staff, and the Board of Trustees, which will be based on Curriculum Levels outlined in the NZC. It will identify standards of achievement while identifying cohorts of students based on ethnicity, gender and year level.

Assessment information will guide the teaching programmes based around the New Zealand Curriculum, which is then used to form our unique LOCALISED CURRICULUM. It aims to meet the needs and requirements of the essential learning areas and key competencies.

All learners will be expected to achieve to their full potential. This will be tracked and monitored using school assessment tracking sheets. An assessment overview will be provided to help demonstrate how assessment is used to inform teaching and learning.

REPORTING & MONITORING

Two written reports will be shared with parents each year in term 2 and 4 and will be discussed during the 3 way conferences involving whānau, teacher and the student.



CONSULTATION

Every three years the school will undergo intensive consultation with all key stakeholders to help determine its vision and strategic goals. An annual parent survey will provide feedback and feed-forward as part of its self-review process. Consultation will involve a variety of different ways that best meets the various groups within the community: cultural, business.





MĀORI COMMUNITY

The school will consult with its community including its Māori community, involving local Iwi Rangitāne, to ensure that the cultural uniqueness is celebrated and recognised.

NEW ZEALAND'S CULTURAL DIVERSITY

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background. The school encompasses the notion of inclusiveness.

THE UNIQUE POSITION OF IWI

The special place of Māori in the community is recognised and valued through the relationship PNINS has with Manawhenua Rangitāne. This will permeate through all kaupapa Māori learning such as Kapa Haka, Māori language inclusiveness and cultural EOTC involvement.

The school has formed a specific group Ahurea have collaboratively developed a Culturally Responsive Plan based on the recent audit involving students, staff and whānau. This will be reviewed and updated annually. The school recognises and values the unique position of Māori in New Zealand and the importance of the treaty partnership.

Palmerston North Intermediate Normal School acknowledges, is aware and actively seeks to act in accordance with the articles of the treaty.





COMMUNITY OF LEARNERS

TE ORO KARAKA KĀHUI AKO THE KARAKA GROVE

We believe that the role of our Kāhui Ako is to create a coherent pathway focused on empowering lifelong learners for success in their lives. Success in realising our vision will to a large extent be determined not only by our ability to develop and sustain strong trusting relationships across the Kāhui Ako but also by constantly improving our understanding and application of the Ako.

We aim to strengthen not only connections between our schools but also within our community. We propose to establish and maintain strong relationships with the various stakeholders including local Iwi, business, Massey University, UCOL, parents and BOTs. We will also seek to develop relationships with other Kāhui Ako to provide further opportunities for sharing and learning.



AS A KĀHUI AKO WE HAVE THREE ACHIEVEMENT CHALLENGE FOCI

1



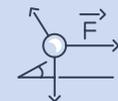
WELL-BEING

2



EFFECTIVE
TEACHING AND
LEARNING

3



INNOVATION



WELL-BEING AT PNINS

WHAT ARE HEALTH AND WELL-BEING PROGRAMMES?

Health and well-being programmes aim to improve the health of workers and their families while reducing health-related costs to the school.

- The rationale behind health and well-being programmes is that encouraging healthy habits now can prevent or lower the risk of serious health conditions later. Similarly, adopting these same habits can help workers manage an existing health condition
- The work and learning environment (and culture) enhances an individual's resilience
- Well-being at PNINS is about building a culture whereby students and staff feel connected, valued and safe

HEALTH AT WORK IS NOT JUST ABOUT PEOPLE BEING PHYSICALLY WELL

Research confirms that physical, social and psychological well-being are closely interlinked and that sickness absence is often a symptom of work stress and low engagement. If workers are physically and emotionally healthy, they are more likely to contribute fully at work and in the wider community.



GROWING GREAT LEARNERS



BEING A 'NORMAL' SCHOOL

WHAT IS THE PURPOSE OF NORMAL SCHOOL?

PNINS is a 'Normal' school and therefore has a significant role in the Initial Teacher Education programmes of students in conjunction with Massey University and the 33 other Normal and Model schools throughout New Zealand. Therefore, collectively we have 6 main focus areas:

1. Increasing the partnership between ITE providers and NAMSAs Schools
2. Developing a clinical practice pathway
3. Multiple pathways
4. Raising the status and professionalism of teaching
5. Normal and model schools leading quality practicum across the sector
6. ITE system responsiveness

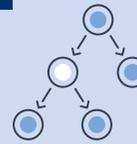
MARAUTANGA CONCEPT

INQUIRY BASED LEARNING COMMUNITIES

At PNINS we work in collaborative learning communities called **MARAU** which enables teachers to inquire into their practice to raise outcomes for students. Through this concept, all teaching and learning will be explored, challenged and extended in order to meet the individual needs of staff and their students.

AREAS THAT ARE COVERED UNDER THE MARAU CONCEPT AS A COMMUNITY INCLUDE

1



DISPOSITIONS

- Collaborate
- Inquire
- Innovate
- Problem solve
- Reflect
- Risk taking

2



OWNERSHIP

- Data
- Resources
- Reporting
- PLD
- Assessment systems
- Assessment practices

3



FOCUS

- Student outcomes
- Urgency
- Research informed practice and systems
- Collective responsibility
- Critical conversations



PB4L

**POSITIVE BEHAVIOUR FOR
LEARNING SCHOOL-WIDE**

PB4L

POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE

PNINs is committed to the Positive Behaviour for Learning School-Wide framework which aims to build a culture where positive behaviour and learning is a way of life. PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

It's not about changing the students; it's about changing the environment, systems, and practices you have in place to support them to make positive behaviour choices.

THE PNINS WAY

The FIVE keys to success is the backbone to this framework as all expectations and learning derives from these:

AUMANGEA	NGANA	WHAKAPAI	MĀIA	TŪHONO
<ul style="list-style-type: none"> I am ready to learn I keep things in perspective I am calm when I have something to do I am good at controlling my behaviour I can use my WITS I bounce back quickly I can speak up for myself and others 	<ul style="list-style-type: none"> I have a growth mindset I give effort in everything I do I work tough I look after our environment and show citizenship 	<ul style="list-style-type: none"> I wear the correct school uniform with pride I am prepared to learn I move promptly on the bells I follow wet weather expectations I have the correct gear, and am in the right place at the right time 	<ul style="list-style-type: none"> I accept myself and keep myself and others safe I follow cyber safety rules I take risks and have an 'I can do it' attitude I am independent and take responsibility I am confident and participate I set myself goals to achieve my best 	<ul style="list-style-type: none"> I accept everyone and show tolerance and empathy towards others I follow the school rules I think first I use good manners I am honest and fair I use positive language I keep my hands and feet to myself I use correct names
RESILIENCE	PERSISTENCE	ORGANISATION	CONFIDENCE	GETTING ALONG





NELP

**NATIONAL EDUCATION
AND LEARNING PRIORITIES**

PNINS acknowledges the statement of National Education and Learning Priorities (NELP) in our charter which set out the Government’s priorities for education that will ensure the success and well-being of all learners.

They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference and ensure that we can strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELPs help PNINs focus on creating environments that are learner-centred and where more of our learners are successful. The NELPs will be identified in our annual plan. We understand our equity challenge and therefore encourage all places of learning to focus on:

- Ensuring that they are safe and inclusive and free from racism, discrimination and bullying
- Strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- Collaborating more with whānau, employers, industry and communities
- Taking account of learners’ needs, identities, languages and cultures in their practice and incorporating te reo Māori and tikanga Māori into everyday activities

OBJECTIVES	OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 QUALITY TEACHING & LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	<ul style="list-style-type: none"> • Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures 	<ul style="list-style-type: none"> • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs • Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy 	<ul style="list-style-type: none"> • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning • Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<ul style="list-style-type: none"> • Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work 	<ul style="list-style-type: none"> • Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

GOAL 1 - STRATEGIC SECTION 2021 - 2023

GOAL 1: To have HIGH LEVELS OF LITERACY and NUMERACY ACHIEVEMENT

OUR OVERARCHING AIMS FOR THIS GOAL

- Literacy and numeracy being infused through our local Curriculum.
- A curriculum that is responsive to the Preadolescents needs of ākongā.
- Assessment will inform next steps of learning programmes
- Communication between contributing schools will allow for better transition and exiting to Secondary schools
- The passport indicating the progress and achievement journey of each ākongā
- Educators are refining their 'skills of the trade' to meet the needs of our ākongā through a P.G.C model

WHAT WILL WE SEE?

1. Ākongā are able to create texts to meet specific writing purposes across the curriculum related to our Passport
2. Increased ākongā ability to develop a range of reading comprehension strategies that they can select from to understand text
3. Improved ākongā ability in applying strategies to solve a range of mathematical problems
4. Assessment driving decision making based on accurate and relevant information
5. Staff engaged in Literacy & Numeracy teaching which will form a key aspect of school development within the PGC and Marau concept
6. A localised curriculum that engages and meets the needs of ALL ākongā
7. 21st century technology will be used to enhance learning. Community will have a clear understanding of what a FLS looks like at PNINS

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
1.1 Implementation plan reviewed and embedded in class practice within literacy and numeracy. The CRP can be embedded within this pedagogy. The newly developed 'common practices tool' will be an opportunity to use as a review tool.	SLT Term 1-3	2.4	<ul style="list-style-type: none"> • Up to date guidelines for the teaching of literacy and numeracy based on the Curriculum refresh and Commons Practice tool. • Using accurate data to inform teaching and learning so students can have a personalized learning pathway. • Reflections and decisions being made based on a range of academic and dispositional data. • Students being monitored to measure the impact of PGC's on teaching and learning. • Provide information on whether Online Reporting is an option to explore in the future. • Digital curriculum embedded through everyday practice. • Teachers supported in preparation for online home/ hybrid learning. • Teams developing capability and responsibility of IT.
1.2 Data reflection sheets - consistent application of assessment and teacher reflections at the end of the year.	T L Term 1 & 4	2.4	
1.3 Assessment and ownership of Marau and CoL personnel.	Marau leaders Term 1 & 4	2.4	

GOAL 2 - STRATEGIC SECTION 2021 - 2023

GOAL 2: To develop TEACHER & LEADERSHIP CAPABILITY

OUR OVERARCHING AIMS FOR THIS GOAL

- Educators are refining their 'skills of the trade' to meet the needs of our ākonga
- A culture of improvement will drive review foci based on teachers inquiring into their practice
- Strong leadership focused on pedagogical leadership change
- Infuse technology to support teachers in delivering learning remotely
- Staff will honor the principles of the Tiriti of Waitangi (Culture, Language and identity)

WHAT WILL WE SEE?

1. Educators use the PGC model based on relevant student data to identify next steps, creating a personalized and targeted PLD plan
2. Leadership opportunities provided through all levels of staff
3. We will use Culturally Responsive Practices (CRP) and Relational Pedagogies (RP) to ensure success for all
4. Flexible Learning Spaces (FLS) and innovative pedagogies will be part of teaching and learning
5. IT and PLD plan well supported and funded
6. Educators visiting other schools and education centers to learn, share and collaborate good practice
7. All staff being Culturally responsive to the needs of ākonga and their whānau
8. Manawhenua (Rangitāne) will be recognised in the learning of ākonga whānau and staff

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
2.1 Culturally responsive practice <ul style="list-style-type: none"> - Manaaki ki te tangata - (PGC) Te ahu o te reo - New Zealand histories 	Marau TL	3.1	<ul style="list-style-type: none"> • Teachers having ownership of their Professional growth. • Teachers having 'expert's support them on their growth cycle throughout the journey of the year, supporting, modeling and providing valuable feedback. • Teachers sharing their PGC within a MARAU group and the success and challenges they are experiencing. Supporting and learning together. • WST (Marau leaders) supporting teachers internally with their PGC • Marau leaders supporting the development of Culturally Responsive Practice (CRP) • Teachers visiting other local schools, searching for great practice in Intermediate and Full Primary schools. • Team leaders working for each other and creating ONE team under the PNINS umbrella. • Team leaders having a greater influence on decision making and direction of the school.
2.2 Passport <ul style="list-style-type: none"> - Annual overview review of destinations - Align destinations with the Inquiry 	AP TL		
2.3 Implementation Plan <ul style="list-style-type: none"> - Review document - Curriculum refresh - Common Practice tool 	Marau Term 1 -4	2.4	
2.4 Team leader development <ul style="list-style-type: none"> - Involve external expert 	Princ. Term -2	3.2	
2.5 Explore wider leadership opportunities for students - eg William Pike	DP Term 1 -4	3.2	

GOAL 3 - STRATEGIC SECTION 2021 - 2023

GOAL 3: To recognise and cater for students' CULTURAL & SPECIAL LEARNING NEEDS

OUR OVERARCHING AIMS FOR THIS GOAL

- A planned approach will be taken to support Pasifika and Māori learners embracing the aspirations of whānau
- PLD and support will be provided to educators in meeting the expectations outlined in the Treaty of Waitangi
- ESOL programme well supported through funding and resourcing
- Provide an effective infrastructure to support International students
- SENCo to provide support staff, students and whānau through a range of strategies

WHAT WILL WE SEE?

1. Māori and Pasifika students' social and cultural needs will be identified through everything we do and the way we are with our school whānau. (Māori & Pasifika Education Plan)
2. A physical environment that acknowledges, affirms and celebrates our cultural diversity
3. High levels of student achievement and engagement
4. Staff being reflective and actively being involved in developing their capability to meet the cultural needs of students
5. Strong leadership focused on staff improvement leading to student outcomes
6. Strong partnerships between families and their community, whānau, hapu and lwi
7. Reduced barriers to education for all, including for Māori, Pasifika learners/ākonga, disabled ākonga and those with learning support needs
8. ESOL Programme catering for the needs of students
9. International Students Annual code of Practice completed
10. Learning Needs for special needs students will be identified and catered for allowing them to engage in the school's curriculum in a confident and enjoyable manner. Support and / or accommodations, including environmental adaptations will be made

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
3.1 Kaupapa Maori position established.	Princ. Term 4	3.1	<ul style="list-style-type: none"> • Staff and students experiencing culturally rich learning opportunities which involve local iwi and history. • Teachers having an individual and personalized te reo plan that can be utilized in the classroom. • Outdoor spaces used as a learning tool where they promote interaction, celebration and community involvement. • Local history being told through an arts lens and creativity by local artists and students. • The newly developed ILE can cater for a variety of learning pedagogies that align with the school's values. • All students participating in learning activities without being limited by the physical environment - Ramps etc • Explore the tapa sa concept with Auckland university and set up an infrastructure that supports implementation for 2024.
3.2 Localised curriculum - Te reo me tikanga embedded	T L Term 1 & 4		
3.3 Tapasa pasifika plan	SLT		
3.4 Te Reo me tikanga focus for staff	All staff	3.1	
3.5 Outdoor Cultural and Performing Arts spaces.	Princ.		
3.6 Arts Application and overview	DP / Princ.	3.1	
3.7 Learning Spaces for Hubs	Princ Term 1		
3.8 A learning environment that promotes learning for students and staff with disabilities - Pool, Cultural spaces etc	SLT / TL BOT	2.3	

GOAL 4 - STRATEGIC SECTION 2021 - 2023

GOAL 4: To provide opportunities to participate in a wide range of SPORT & CULTURAL activities

OUR OVERARCHING AIMS FOR THIS GOAL

- Every child engages in physical activity that encourages and develops life long skills to benefit health
- To have a programme that promotes sport, recreation and play
- To develop a physical environment that supports participation
- To promote participation and growth in performing arts

WHAT WILL WE SEE?

1. A sports EOTC programme that caters for a range of activities to meet the needs of students both locally and on the national stage
2. In- school competitions
3. Annual school sporting programme
4. Sports uniforms and equipment that reflect pride
5. Performing arts programme that allow all students to participate in their desired field
6. Cultural performing groups available for students
7. Academic programmes available that inspire and motivate students to achieve and participate
8. An outside environment that is in-line with the school's values - collaboration

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
4.1 New assembly format - focused on the 5 dimensions of learning. - Karakia - Mihi - Waiata	DP Term 1 - 4	3.5	<ul style="list-style-type: none"> • Prioritizing what important and modeling this in assembly for students, staff and community • More students exploring and experiencing sports exchanges • Kapa haka bracket that is developed over two years and written specifically for PNINS. • New ESOL teacher is aware of expectation and feels supported in her role. • Community engaged with learning and the school with a greater presence and contribution. • Strong community presence outside the school, • A sports uniform that meets the greater needs of our sports while also promoting the school.
4.2 Develop a long term kapa haka plan with iwi	Kapa Term 1	3.1 3.5	
4.3 ESOL - set up the newly appointed teacher and refine/ review the systems for effectiveness	ESOL / Princ.		
4.4 Explore sports exchange with another intermediate.	Princ. / Sports Co.		
4.5 Sports uniform change	Princ.		

GOAL 5 - STRATEGIC SECTION 2021 - 2023

GOAL 5: To provide for the SOCIAL and EMOTIONAL needs of learners

OUR OVERARCHING AIMS FOR THIS GOAL

- To develop a caring school wide culture in which positive behaviour, respectful relationships and learning thrives (PB4L Vision)
- Help students at this age (pre-adolescent) to understand the changes that occur to their body
- To empower our staff to take responsibility for their own and other's well-being, with support from our team (well-being team vision)
- Create responsible digital learners

WHAT WILL WE SEE?

1. Students having an understanding and displaying the 5 Keys to Success to support the emerging adolescent
2. A health overview that meets the needs of students of this age
3. PE Programme
4. Strong leadership focused on staff improvement leading to student outcomes
5. Health and well-being overview
6. Well-being plan implemented and meeting the needs of staff
7. Staff taking greater control for their own well-being
8. Formal and informal learning and well-being for staff and students
9. Create students with safe online habits

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
5.1 School uniform review and implementation - 2 year process.	Princ / BOT Term 1		<ul style="list-style-type: none"> • A school uniform that meets the needs of its student's wellbeing, learning and the school's unique individuality. • Signage that helps students make greater decisions and can be referred to during the restorative and the re-direction of students. • Teachers sharing and learning from each other across schools. Greater understanding of the socio economic and learning needs of students. • Students are more active and begin to develop long term habits of good health and wellbeing.
5.2 PB4L Signage in classrooms and around the school focus.	PB4L Team T 1 - 4		
5.3 PB4L attendance at conference	PB4L Team		
5.4 PE & Fitness lessons support for teachers	Tchr Term 1 - 4		

GOAL 6 - STRATEGIC SECTION 2021 - 2023

GOAL 6: To develop effective PARTNERSHIPS with between SCHOOL and the COMMUNITY

OUR OVERARCHING AIMS FOR THIS GOAL

- Enhance the partnership with key community stakeholders - Rangitāne - (Manawhenua) - Business community.
- Strengthen transition structures between Primary and Secondary Schools
- Be an active contributor to the development of Beginning teachers and the ITE programme
- Be innovative, proactive and open to new partnerships beyond education

WHAT WILL WE SEE?

1. Community groups being involved in the schools localised curriculum
2. Massey University and the teacher training programme operating to its full potential in the graduate programmes
3. International students attending who are well informed, monitored and supported to achieve
4. Community of learners (COL) participation
5. Strong partnerships between families and their community
6. Whānau, hapu & Iwi
7. Community surveys

KEY TASKS	WHO/ WHEN	NELP'S	OUTCOMES
6.1 Passport being highly visible in classrooms and used by teachers.	AP Term 1 - 4	3.1	<ul style="list-style-type: none"> • A passport that provides clear learning focuses on what we believe is important for PNINS. • Parents clearly understanding how there students are achieving in an all round curriculum based on latest research and evidence • Community celebrating their culture and background within the school • A greater variety of events being utilized with the outdoor spaces • Fundraisers paying for the camp costs. • Parents understand the purpose of digital learning and how it will impact their future. • Newsletters informing the community of valuable information. • Board members feeling up to date with governance matters related to schools.
6.2 Parent / teacher relationships – Strengthen through Parent conferences, use of Passports	Tchrs Term 1 & 2		
6.3 Community outdoor areas - To cater for culturally and performing Arts foci	BOT Term 1 - 4		
6.4 Colour Run Fundraiser expanded	Tchrs Term 4		
6.5 Clear documentation to support Flexi and Digital learning for parents	IT tchr Term 3		
6.6 Newsletter focus	Princ Term 1 - 4	3.1	
6.7 Board training and team development with the new board	BOT Term 1 - 4		



“The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.”



CHARTER 2022

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