



Kōwhai
SPECIALIST SCHOOL



CHARTER 2023

Kia ora, Tālofa, Kia Orana, Hello, Fakalofa Atu, Namaste, Kumusta

This important document is the 2023 Kōwhai Specialist School Charter. It is a document for the community, Board, staff and stakeholders that outlines the Board's aims, objectives, directions, priorities and student improvement targets.

It includes our **Strategic Goals** *'Where we would like to be in 3-5 years?'* These goals are reviewed every three years. A community consultation during 2022 and curriculum consultation in 2021 highlighted areas of future development for Kōwhai and we have endeavoured to include as many of these as possible in our 2021 -2023 Strategic Plan.

The **Annual Plan** sets down *'specifically what we will be focusing on'* this year, and *'how we are going to achieve these targets'*. These targets directly relate to our Strategic Goals.

Our **Charter Targets** for the current year are identified. In previous years, the school has gathered achievement information across the curriculum, looking at different groups of students across the school, from classes, specific needs, Years 1-8, Years 9-13, ethnicity and gender. Analysing the achievement data allows us to set relevant focused targets for the following year. The specific achievement targets include an implementation plan showing how we intend to improve on student achievement in this area. In 2023 we will be focusing on lifting achievement in maths for our Pacific Peoples. We will keep you up-to-date during the year with your child's progress by posting progress data on Storypark.

Kirsty Botherway
Presiding Member
Kōwhai Specialist School Board

Sarah Roil
Principal
Kōwhai Specialist School

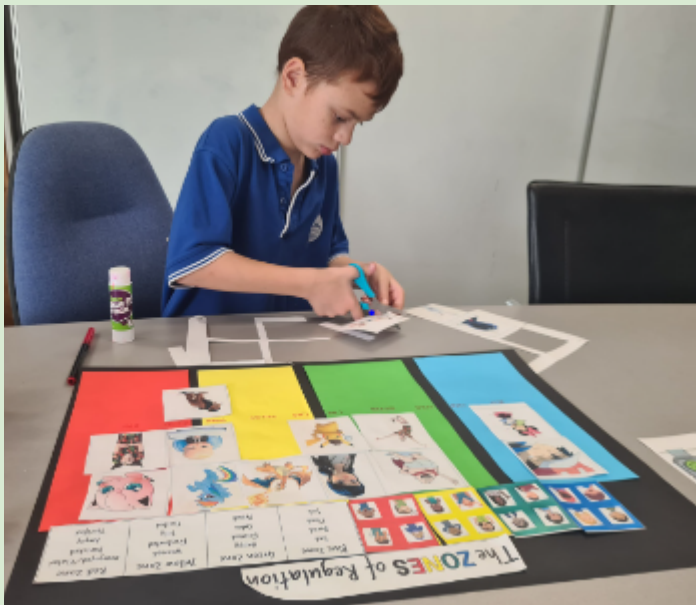
School Description

Kōwhai Specialist School was opened in 1975 as a state, co-educational specialist school. Today we educate and support ORS funded students aged 5-21 years. Our students live in the greater Hastings area and Central Hawkes Bay. Our kura currently comprises a Base School (3 reception and 1 senior class), and 6 satellites located at Hastings Central School (2 classes), Te Kura o Kimi Ora (2 classes), Heretaunga Intermediate (2 classes), Raureka School (2 classes), Flaxmere College (4 classes) and St Peters Church (TEC). Kōwhai TEC classes are transition classes focusing on post-school preparation for 18-21 year old students.

In 2023, we expect our school roll to fluctuate between 115 and 120 students. Approximately 45% of our students identify as Māori being their first ethnicity, 10% as Pasifika, 4% as Asian, and 41% as being of New Zealand/European descent.

The Principal leads all seven of our sites, with the support of experienced, professional, dedicated teachers, therapists, support, administration and grounds staff. Teachers, teacher aides and whānau also work closely with our Occupational Therapists, Psychologist, Physiotherapists, Music Therapist, and Speech Language Therapists to support students to access the curriculum. Our Specialist Teacher Outreach Service (STOS) supports the teaching and learning of ORS funded students enrolled in some local mainstream schools and Te Kura.

Kōwhai Specialist School is part of the Hastings East Kāhui Ako (Community of Learning), along with Hastings Boys' High School, Hastings Intermediate, Poukawa School, Hastings Central School and Parkvale School. Our Kāhui Ako has shared goals that recognise priorities for the young people in our schools.



Our Motto

Celebrating our students

Our School Vision

PRIDE IN UNIQUENESS, STRENGTH IN COMMUNITY, EXCELLENCE IN EDUCATION

Our school whakataukī

Ko te ahurei o te tamaiti arahia ō tātou māhi

Let the uniqueness of the child guide our work

School Values

Whakawhanaungatanga

Respect

We look after each other

We are kind

Partnership

We work together

We help others

Participation

We join in

We have a go

Recognising New Zealand's Cultural Diversity and Māori Achievement

The New Zealand Curriculum and the Kōwhiri Specialist School Curriculum reflect New Zealand's unique cultural diversity. We will take all reasonable steps to provide Tikanga Māori and Te Reo Māori within the school. We will do this by:

- including the importance of local history and tikanga in our school curriculum delivery
- supporting the Crown's duty to actively protect tino rangatiratanga rights
- recognising the unique position of Māori when developing school policies and procedures that reflect New Zealand's cultural diversity
- continuing to support increased use of Te Reo Māori in daily classroom programme delivery
- if requested by whānau to provide Te Reo Māori immersion, we currently do not have the capacity within our staff to provide this.

KEY

AP or DP	Assistant Principal or Deputy Principal
CLT	Curriculum Leadership Team
ECE	Early Childhood Education
KA	Kahui Ako
LT	Leadership Team
NELP	National educational Guidelines
PGC	Professional Growth Cycle
PLD	Professional Learning & Development
STOS	Specialist Teacher Outreach Service
TL	Team Leader
WSL	Within School Leader

Strategic Plan 2020-2023

<p>Goal: TEACHER AND STUDENT LEARNING <i>Providing a personalised learner focused education that supports the unique needs of every learner</i></p>	<p>Goal: COMMUNITY ENGAGEMENT <i>Actively engaging with our stakeholders to develop powerful learning partnerships</i></p>	<p>Goal: CULTURE <i>Building a school culture that promotes and enhances social, emotional and physical wellbeing in an inclusive environment</i></p>
<p>Aspirations: Creation of a Kōwhai School curriculum that is responsive to our ākonga (student), is future focussed and has strong connections to our community</p> <p>Student engagement is embedded in teacher practice as a prerequisite to learning</p> <p>Teachers are skilled in the use and analysis of assessment data which is used to inform personalised teaching programmes</p>	<p>Aspirations: Whānau (family) voice is well represented in future decision making</p> <p>Targeted student learning is across settings</p> <p>Our local education community benefits from teacher specialist expertise</p>	<p>Aspirations: Tools to promote student and staff wellbeing are utilised</p> <p>Develop and foster cultural relationships for effective pedagogy</p>
<p>Outcomes: Kōwhai students are engaged in learning in meaningful and responsive learning programs (NELP 2 &3)</p>	<p>Outcomes: Our stakeholders are invested, engaged and take responsibility for the success of our akōnga (NELP 1 & 3)</p> <p>Strong partnerships with family and whānau to equip every learner/ ākonga to build and realise their aspirations (NELP 1)</p>	<p>Outcomes: Strong networks exist to support the 4 cornerstones of health (tinana - physical, hinengaro-mental, wairua-spiritual, whānau-family) (NELP 1)</p> <p>All ākonga (students) feel safe and appreciated for who they are (NELP 1)</p>

Annual Plan 2023

Teacher and Student Learning

Providing a personalised learner focused education that supports the unique needs of every learner

Research base:

'The most significant within school factor contributing to student achievement is effective teaching' (Alton Lee)

'The best predictor of student achievement is improving the instructional practices of Teachers' (Leithwood, Day, Sammons, Harris and Hopkins)

'Engagement is the single best predictor of successful learning in children with special needs/disabilities' (Carpenter et al, 2015.)

'Play is one of the most important things children do. It is one of the best predictors we have of later social and intellectual development.' (Jeffrey Trawick-Smith)

Current situation	Action	Who	When	What will we see?
<i>School curriculum sections complete</i>	Histories curriculum introduced. Plan for implementation of other refreshed learning areas.	CLT	Term 1	<ul style="list-style-type: none"> Clear guidance and support for all staff and stakeholders on Kōwhai curriculum delivery priorities for student learning
<i>KA recognised need for relationship based PLD</i>	Implementation of collection of maths/English data as per new frameworks.	CLT	Term 1	<ul style="list-style-type: none"> High teacher expectations for effective teaching and learning
<i>Enviroschools introduced with focus on recycling</i>	Step between Quest and Fuel reviewed	CLT & Ruth	Term 2	<ul style="list-style-type: none"> A meaningful and targeted curriculum that lifts student progress and achievement
<i>Day outdoor education trip for HS students to Ranui Farm</i>	Lifeskills checklist to be added to transition procedures	TEC & CLT	Term 2	<ul style="list-style-type: none"> Accurate and relevant assessment informs teaching programmes
	Career progressions from Year 7 clarified	CLT	Term 2	<ul style="list-style-type: none"> Assessment is analysed to enhance student outcomes
<i>Exploration of</i>	Teaching to the North East (Russell	WSL	Term 3	<ul style="list-style-type: none"> Literacy and numeracy framework

<i>prioritising readiness for learning</i>	Bishop) Professional development			progression from Quest to F5 - 6 reflects a natural progression
<i>Grade C TA planning well supported with next steps identified</i>	New TEC curriculum trialled	Tec teachers	Term 1-4	
<i>PLD for selected staff on Structured Literacy</i>	Trial of structured literacy (Little Learners Love Literacy) and BSLA (Better Start Literacy Approach)	Literacy leaders	Term 1-4	Teachers will be using a tool that will assist them to monitor the small changes that students might make over time. It will provide teachers with the knowledge of the skills each individual needs to develop as they move to the next stage of writing.
<i>Review of Assessment practices</i>	Working party developed to look at Writing with all tools continuum (Jane Farrell) and link to our Writing Expanded frameworks.	AP/ CLT	Term 1	
Implementation of the new NZ Curriculum continues in 2023	Writing with all tools continuum presented to staff and trialled by all students Fuel 5 and above.	AP	Term 1 - 4	Further development of literacy opportunities and instructions for students who are unable to read aloud or cannot hold a standard pencil.
	Trial of BSLA assessment tools	AP	Term 2-4	
	Attending the literacy Intensive PD	AP + Angi P and Virginia	Term 1	Tool kit for teaching early literacy skills to older students effectively and respectfully.
	Ready-Set-Go approach developed	CLT	Term 1-3	

Community

Actively engaging with our stakeholders to develop powerful learning partnerships

E koekoe te tui, e ketekete te kaka, e kutu te kereru

The tui sings, the kaka chatters, the kereru coos

This closing whakatauki acknowledges diversity. The diverse bird songs can be viewed as the voices in our community. If we listen to all voices when shaping our curriculum we can be responsive to the priorities, preferences, and issues of all of our people.

Research base:

Particular kinds of school-family connections can have large positive effects on the academic and social outcomes of students, especially those who have been underserved or who are at risk (Robinson, R. Hohepa, M. & Lloyd, C. 2009)

What is remarkable about such partnerships (school-home) is that when they work the magnitude of the positive impacts on children can be so substantial, compared to traditional institutionally-based educational interventions (Biddulph, Biddulph Biddulph, 2003)

Current situation and priority moving forward	Action	Who	When	What will we see?
Parent and Community Engagement <i>Increased engagement on Storypark in 2022.</i> <i>Currently not accessing the talent in our wider school community to enhance learning</i> <i>IEP front page too clinical and not always whānau friendly</i> <i>Support for HB Educators has begun (interrupted by Covid)</i> <i>TA PGC inequitable workload</i> <i>PATH PLD completed by selected staff</i> In 2023, we want to continue to ensure maximum parental engagement in learning	HERO - Implementation of new SMS Access whānau (family)/ community knowledge to enhance classroom programmes PLD for external educators including ECE <ul style="list-style-type: none"> • Use of visuals • Pre-writing • Frameworks • Emotional regulation/emotions • Positive Behaviour strategies • Working with students with ASD • The Classroom Environment • Early maths and literacy • Transition into Kōwhai • STOS • Teacher Aide PLD 	AP Teachers LT	Term 1 Ongoing Term 1-4	<ul style="list-style-type: none"> • Whānau (family) voice/feedback is supporting and influencing culturally responsive pedagogy • Parent expertise enhancing classroom programmes • Whānau (family) voice/feedback is supporting and influencing culturally responsive pedagogy • Parent expertise enhancing classroom programmes • Parent friendly document (language and layout) supports parental engagement and across setting learning for student
	PATH transition journey completed for target students (pending funding) Feedback sought from 2021 and 2022 leavers	TEC CLT	By Term 4 Term 2	

	Grade C TAs- guidance for meeting Grade C PGC to include reflections	LT	Term 1	
	IEP cover more whānau and student friendly	LT	Term 1	

Culture

Building a school culture that promotes and enhances social, emotional and physical wellbeing in an inclusive environment

Research base:

‘One in five have special education needs (SEN), but children with SEN are three times more likely to have mental health problems’ (Office of National Statistics, 2010)

‘The process of learning to engage within a bicultural relationship within our schools is an iterative process that continues as more voices become part of the conversation’ (Berryman, Lawrence, Lamont, 2018)

‘When schools prioritise teacher wellbeing and help to ensure teachers can flourish, this can promote better classroom climates and enable high quality teaching that leads to success for students. Teacher wellbeing is also linked to student wellbeing, and addressing teacher wellbeing is an important first step in school-wide wellbeing programs to promote student wellbeing’ (Cann, theeducationhub.org.nz)

Current situation and priority moving forward	Action	Who	When	What will we see?
Enviroschools/ Kaitiakitanga	Embed recycling systems across school	Ruth	Ongoing	<ul style="list-style-type: none"> Each class/ satellite has effective recycling systems for waste.
Enviroschools introduced in 2022 and embraced by	Explore Ground to Plate, gardening and links to local whenua.	Ruth	Ongoing	<ul style="list-style-type: none"> Students and staff engaging in the process and able to talk about it.

staff. Initial focus on waste and recycling	Explore local community groups and options for school involvement	Ruth	From Term1	<ul style="list-style-type: none"> School will have new community connections. Ongoing support for staff leads to increased conference and use of Te Reo and tikanga. Hapa kaha is included in our school curriculum Strong learning focused relationship The language of Mana Enhancement is embedded in our school and our practice Growing culturally responsive practice
Cultural relationships for effective pedagogy	‘Teaching to the NE’ introduction to staff	WSL	From Term 1	
PLD through Kahui Ako in CRP 2020,2021,2022	Kapa Haka offered across the school	WSL	Term 1	
Some staff lacking confidence to apply learning in Te Ao Māori	New Principal PLG formed with other Special School Principals to support new national PGC requirements for Principals	Principal	By Term 4	
New staff not trained in Mana Enhancement (ME)	Mana Enhancement PLD	WSL	From Term 1	
	Working more closely with NKII (Kahui Ako focus)	WSL/Principal	Term 1	
<i>We want to deepen the knowledge of staff to continue to grow cultural responsiveness in 2022</i>	Responsive learning spaces for all ākonga	WSL	Term 2	
	Review and implementation of Ka Hikitia	WSL/LT	All year	
	Familiarise with Mātauranga Refresh Strategy	LT	Term 2	
	Practising our school pepeha at staff and Team meetings, LT, CLT Waiata at all staff meetings and school pepeha, and whakatauki.	All staff	Term 1-4	
	Explore starting a whānau ropu group to hear what is important to our school community	WSL/LT	Term 2	
	Explore availability and delivery of PLD on the treaty and the impacts	LT	Term 1	

	<p>of colonisation, Racism, unconscious bias, discrimination</p> <p>More opportunities for input from kaumatua - advice on staff hikoi to the whenua and link to Kahungunu purakau - place based curriculum.</p> <p>School wide marae trip</p> <p>Karakia to start and end the day - offer to start all whānau meetings with karakia</p>	<p>Principal</p> <p>WSL</p> <p>All staff</p>	<p>Term 1</p> <p>Term 2 or 3</p> <p>Term 1-2</p>	
<p>Employee well being</p> <p>Recognise that wellbeing is an important area of focus. NZEI surveys show concerning data for teachers and principals wellbeing</p>	<p>PLD for staff on maximising their own wellbeing -optional</p> <ul style="list-style-type: none"> - Termly PLD offered eg. <ul style="list-style-type: none"> ● Masseur (T1) ● Yoga ● Swim Gym ● Financial wellbeing ● Cake decorating ● Cooking class 	LT	Terms 1-3	Teachers know the options available to support them with positive mental health

Charter Target Goals 2023

Baseline data

- In the 2022 end of school year data, it can be noted that NZ European students continue to have the highest percentage of students working within or above Level 1 of the ethnicity groupings in Reading. NZ European- 43%, NZ Māori- 35% and Pacific Peoples- 8%.
- Similarly in the 2022 end of school year data, it can be seen that NZ European students continue to have the highest percentage of students working within or above Level 1 of the NZC in Writing. NZ European- 49%, NZ Māori- 41% and Pacific Peoples - 15%.
- Also in the 2022 end of school year data, it can be seen that NZ European students continue to have the highest percentage of students working within or above Level 1 of the NZC in maths. NZ European- 51%, NZ Māori- 43% and Pacific Peoples - 15%.

The biggest gap betweenis maths

2023 Goal

By the start of Term 4 2023, all students who identify with the Pacific Peoples ethnic group will have made at least two phases of progress in a maths goal

*excluding TEC students

Action	Who	When	Impact on teachers
<i>Employ dedicated Pasifika tutor to deliver lessons across the school one day per week.</i>	<i>Principal</i>	<i>Term 1-4</i>	<i>Teachers developing skills to be more culturally responsive to Pasifika People's with the aim of building strong pedagogical relationships on which to build student progress.</i>

<i>Liaison support from Pasific Peoples staff to support with building aiga - kura relationships</i>	<i>Principal</i>	<i>As required; ongoing</i>	
<i>Teaching to the NE PLD contract</i>	<i>WSL</i>	<i>Term 1-4</i>	
<i>Staff PLD- greetings in Pasific language which student identifies with.</i>	<i>Pasifika tutor</i>	<i>Term 1</i>	
<i>Teacher familiarisaton of Tapasā - competencies with gaps identified</i>	<i>Principal</i>	<i>Term 2</i>	
<i>Goal setting support for teachers of Pacific Peoples where past progress is limited.</i>	<i>CLT</i>	<i>Term 1</i>	
<i>Develop deeper understanding of why our Pacific Peoples data is lower so personalised targeted support can be put in place</i>	<i>CLT/TL</i>	<i>Term 1-2 (ongoing as needed)</i>	
<i>KA PLD - Pasifika culture - what can we do as teachers to better support our Pacific Peoples?</i>	<i>WSL</i>	<i>Term 1</i>	
<i>Maths PLD - where do teachers need upskilling- ask teachers where they need support and tailor PLD</i>	<i>Numeracy leads</i>	<i>Term 1-4</i>	

