

Marfell Community School Charter 2019 - 2021

Tama Tu Tama Ora - Happy Healthy Learners



Marfell Community School, a community working towards raising the achievement of the whole child.

Marfell Community School Statements, Values and Beliefs

As part of our development of our Charter and Strategic Plan, Marfell Community School and the local community have agreed upon a vision statement, shared values and core beliefs that determine the outcomes that we want our school community to achieve.

Vision Statement

Tama Tu, Tama Ora - Happy Healthy Learners.

Mission Statement

Marfell Community School, a community working towards raising the achievement of the whole child.

Core Values

The values we will encourage and be known for are:

- | | |
|---------------------------------|----------------|
| Respect for self and each other | - Manaakitanga |
| Learn and Do | - Ako |
| Show Tolerance | - Ngawari |
| Care for self and each other | - Awhina |
- We go forward together in unity.***



MANA

Marfell Community School

OUR Shared Vision

At Marfell Community School, we provide a quality education that raises the achievement of the whole child. Open, honest communication is the cornerstone of all relationships. We all work together with trust, honesty and integrity to build powerful relationships based on respect for differences and inclusiveness for all. Cultural awareness of all those involved will assist in collaborative relationships.

Parents, family and whanau are the first partners in the learning journey of each child, and realise it is important to prioritise their children, their learning and schooling. We welcome opportunities to tap into the strengths and talents of the parents, family and whanau. We will ensure that our events and activities engage and bring all groups together.

Raising the achievement and the well-being of the whole child is our purpose and commitment to our tamariki. We believe in a growth mind-set that encourages self-belief that ignites interests and passions and drives individual ambitions. MANA is the foundation to what we see, hear and feel. Our MANA programme will have everyone involved, guaranteeing it is consistently implemented and supported by all.

Leadership will take us in the desired direction and drive the vision through aligned action. We are all supportive, warm, genuine and caring, and practice an open door policy. Staff have access to high quality professional development. They are up to date with innovative practices, technologies and current research.

Marfell Community School welcomes our community, as their school of choice. The future is not a place we are going to but a place that we have created. It is the collaborative vision of all.

Marfell Community School Core Values

Respect for self and each other - Manaakitanga

Learn and Do - Ako

Show Tolerance – Ngawari

Care for self and each other – Awhina

We go forward together in unity

Marfell Community School

General Description

Marfell Community School is a co-educational contributing (Years 1-6) primary school with small class sizes. The school was founded in 1961. We are located in the heart of the Marfell suburb of New Plymouth, Taranaki, New Zealand, between the mountain and the sea. Lonely Planet promotes Taranaki as the 2nd Top Region to visit, in the world. Our history, arts, culture and beautiful natural environment make this a very special place, and a great place to raise children.

We cater for children from 5 to 11 years of age. Our roll is made up of approximately 70% Māori, 30% European. Based on the latest census information, we are in a decile two¹ community. A large proportion of our students come from secure and long established family units.

We are skilled at looking after students with challenging needs. Our high & complex needs and extension programmes cater for individual learning requirements. Marfell Community School has a Specialist O.R.S.² Unit – Whare Manaaki, which caters for students with physical and intellectual high dependency needs, met by experienced and caring staff. These children can stay at Marfell up to the age of 14 years.

We are proud of our tamariki, and our board and staff have a special passion to see them succeed. Our goal is to produce “Happy Healthy Learners – Tama Tu Tama Ora”, tamariki who value Respect, Learning, Tolerance and Caring - Manaakitanga, Ako, Ngawari and Awhina. Our home and school partnership is the key to successfully helping every child reach their potential.

Marfell Community School is a member of “Schools That Deliver” Network. This is a worldwide network of schools committed to effectively creating a vision with their communities for meeting the needs of 21st century children. It involves teachers being involved in deep level research and self-review and ensuring their teaching approaches are flexible and effective to cater for our ever-changing world.

Our school is well supported by enthusiastic community groups within our neighbourhood and by past pupils. The school is close to other educational institutions ranging from preschool to state and integrated high schools.

¹ **Decile.** The rating given a school related to the economic and social factors of the local area. This is recalculated following each census every 5 years and is based on household incomes, occupation, household crowding, educational qualifications & income support. A decile is a 10% grouping. Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities. Decile 10 schools are the 10% of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school. Decile rating determines additional funding to the school such as Special Education Grant (SEG).

² **Ongoing Resourcing Scheme (ORS)** The scheme is a resource for a small group of children (about one percent of the school population). These children have severe difficulties and therefore the highest need for special education. The resource has funds for: 1. specialists to provide advice and programmes to meet a student's special needs, 2. additional teaching time, 3. teacher aide time when children need support with personal care and/or to engage in the curriculum, 4. consumable items such as assistive technology, disposable gloves.

Marfell Community School Community Partnership

As part of the community partnership, which we value, we would like everyone to:

- work towards raising the achievement of the whole child through the delivery of the New Zealand Curriculum
- be assured that we are committed to employing the best possible staff
- feel welcome at our school
- respect Te Tiriti Waitangi by valuing and reflecting New Zealand's cultural heritage
- be supportive of the vision, values and policies of the school
- see the parent as the child's first teacher in their education
- share their ideas and concerns
- feel proud of the achievement of our school
- take part in opportunities that the school offers
- make a positive contribution
- celebrate success and give praise where deserved

Marfell Community School

Recognising New Zealand's Cultural Diversity

In recognising the unique position of Māori, Marfell Community School takes all reasonable steps to provide instruction in Te Reo Māori (Māori Language) and Tikanga Māori (Māori Protocol) within our curriculum delivery programme.

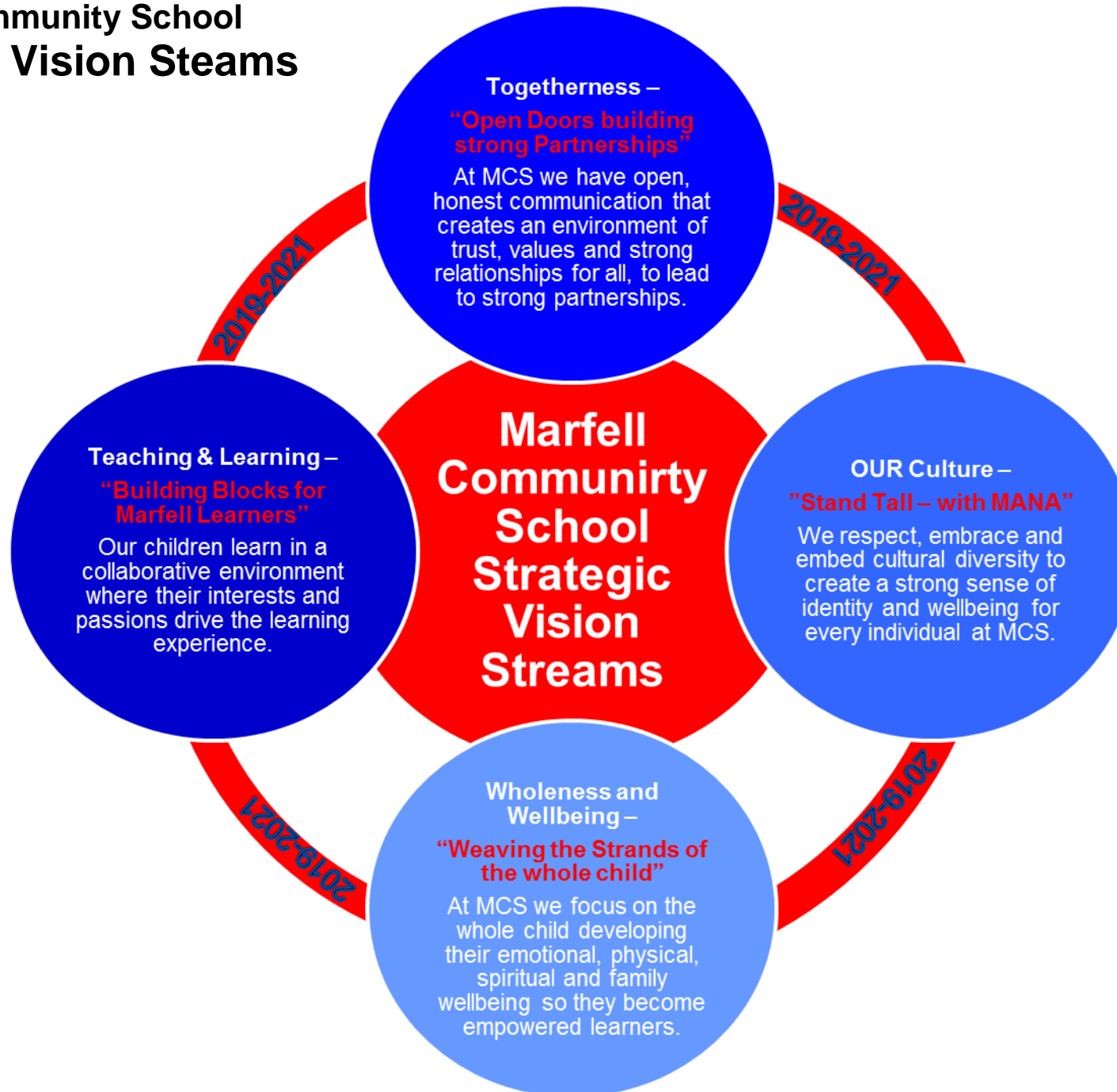
We will:

- set achievement targets, monitor and improve the achievement of Māori students
- involve the Māori community in identifying the needs of their children
- develop a sense of belonging through individual pepeha
- erect bilingual signage throughout the school

In consultation with our Māori community, when a parent or guardian requests a higher level of Te Reo and or Tikanga than is at present evident in our school, the school and whanau will explore possibilities, which could include one or more of the following:

1. The provision of a Kaupapa Māori enriched programme.
2. Provide further opportunities within the child's classroom using;
 - Kaupapa Māori resources
 - Work stations / learning centres
 - Computer programmes
3. Combining with neighbouring schools for specialist programmes - Kura Kaupapa Māori
4. Using local resource people i.e. Resource Teacher of Māori, Pouwhakataki, local Kaumatua and whanau, Māori Advisors
5. Other negotiated actions.

Marfell Community School Strategic Vision Steams



Marfell Community School Vision Stream Analysis

VISION STREAMS / RECOMMENDATIONS	STAFF %	LEVELS OF PERSPECTIVE	IMPACT ON STUDENT LEARNING	TIME TO IMPLEMENT	COST TO IMPLEMENT	TRAINING REQUIRED	% TOTAL
Teaching & Learning – “Building Blocks for Marfell Learners”	%	4.5	5	2	2.5	3	68%
OUR Culture – “Stand Tall – with MANA”	%	5	5	2.5	3	3	74%
Togetherness – “Open Doors building strong Partnerships”	%	5	4	4	4	4	84%
Wholeness and Wellbeing – “Weaving the Strands of the whole child”	%	5	5	3.5	2.5	3	76%

Marfell Community School Strategic Plan 2019 – 2023

1. Togetherness – Open doors building strong partnerships At Marfell Community School we have an open and honest communication that creates an environment of trust, values and strong relationships for all, to lead to strong partnerships	2019	2020	2021	2022	2023
1.1 Work with the wider community to have a sustainable working strong/home school partnership supporting children and their learning by engaging parents, family and whanau. Thereby: -raising achievement (focus on Maori and target and learners)					
1.2 Celebrate success with all whanau purposefully and regularly. Ensuring all whanau are informed about children’s progress					

2. Our Culture – Stand Tall Showing Mana We respect, embrace and embed cultural diversity to create a strong sense of identity and well being for every individual at MCS.	2019	2020	2021	2022	2023
2.1 Have inspired and engaged learners across all areas of the curriculum.					
2.2 Culturally responsive effective teaching for Māori learners					
2.3 Create independent resilient learners who have a valued voice and who know how to achieve goals and embrace mistakes. Thereby: - raising student achievement through positive mindsets.					
2.4 Embed the Marfell Mana programme in all areas of the curriculum.					
2.5 Have a strong sense of belonging and identity in who we are and where we come from.					

Marfell Community School Strategic Plan 2019 – 2023

3. Wholeness and Wellbeing – Weaving the Strands At Marfell Community School we focus on the whole child developing their emotional, physical, spiritual, and family wellbeing so they can become empowered learners.	2019	2020	2021	2022	2023
3.1 Have an integrated and holistic curriculum based identified past present and future needs.					
3.2 Create resilient learners who know how to achieve goals and embrace mistakes. By enhancing social and emotional intelligence.					
3.3 Create 21 st century learners.					
3.4 Ensure wellbeing by making sure basic needs are met.					

4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.	2019	2020	2021	2022	2023
4.1 Accelerate student progress, raising student achievement and fostering learning outcomes through integration and connections.					
4.2 Have technological up to date environments and practice to ensure optimum learning.					
4.3 Good quality PD for staff being up to date with innovative practices.					
4.4 Develop an interest based integrated and holistic curriculum based on identified past present and future needs with an emphasis on student agency					

1. Togetherness – Open doors building strong partnerships

At Marfell Community School we have an open and honest communication that creates an environment of trust, values and strong relationships for all, to lead to strong partnerships.

TARGET	ACTIONS	RESOURCES & TIME FRAME	PERSONNEL	OUTCOME
1.1 Work with the wider community to have a sustainable working strong/home school partnership supporting children and their learning by engaging parents, family and whanau. Thereby: -raising achievement (focus on Maori and target learners)	1. Use Internal Evaluation to review the process, ensuring it remains a partnership with our community.	Term 1 & 2	Leadership	<ul style="list-style-type: none"> • Parent and student voice engagement increased. • Information gathered used to set learning pathways that raise student engagement & achievement. • All staff consolidate He Ara Hou procedure
	2. Learning pathway sheets – development and implementation into the daily curriculum so that the He Ara Hou information directly supports student lead curriculum.	Term 1 -4	Teachers	
	3. Invite children’s involvement in He Ara Hou – including meetings, goal setting, student pathways and knowing their journey.	Ongoing	Teachers	
	4. Children actively involved in setting and how to achieve goals, children working and recording own journey.	Ongoing	Teachers	
	5. Analyse statistics on He Ara Hou attendance, use of goals sheet and effectiveness of the pathway sheets.	Term 1 & 3	Leadership	
	6. Refine procedure for staff to target attendance and therefore improve achievement.	Term 1	Leadership	
	7. BoT to survey community on the effectiveness of governance, by kanohi ki te kanohi at school or home or via ph contact.	Ongoing	Board & Staff	
	8. Analyse survey data and implement recommendations	Ongoing	Leadership	
1.2 Celebrate success with all whanau purposefully and regularly, ensuring all whanau are informed about children’s progress.	1. All staff competent and know what, and how to collate data on e-tap and print it.	Ongoing	All staff	<ul style="list-style-type: none"> • Confident and competent e-TAP users. • Robust system of assessment & moderation • Strong Home/school partnership • Reporting to whanau tool determined • All staff are competent and confident PACT users.
	2. Review and formalise a big picture for what we are assessing and when, including moderation for consistency.	Term 1 & 2	Leadership	
	3. Staff practice regular contact with parents ensuring that successes are communicated regularly, such as Facebook, web site, texting, class dojo, certificates, web site, newsletter and kanohi ki te kanohi.	Ongoing	All staff	
	4. Trial the reporting to whanau tools of SeeSaw and Spotlight.	Terms 1-4	Kirstie, Sam & Susan	
	5. Staff development using PACT Tool for assessment	Ongoing	PACT Team & Teachers	

2. Our Culture – Stand Tall Showing Mana

We respect, embrace and embed cultural diversity to create a strong sense of identity and well being for every individual at MCS.

TARGET	ACTIONS	RESOURCES & TIME FRAME	PERSONNEL	OUTCOME
2.2 Culturally responsive effective teaching for Māori learners	<ol style="list-style-type: none"> All staff are aware of the strengths, needs and agency with respect to teaching Māori learners; they generate contexts for learning that reflect and affirm identity, language and culture of every Māori learner; value and seek out expertise and resources as needed, including Māori learner, parents, families, whānau and/or hapū and iwi expertise and knowledge Educators can provide a range of examples from their own experiences which show 'why the focus on Māori learners' and how they have attended to the identity, language and culture of Māori learners All staff and board value and engage in meaningful relationships with whānau, hapū and iwi in contexts where it makes sense for both parties to do so, such as governance and curriculum development. Ensure Māori learners are directly involved in and take responsibility for leading their own learning, at a level appropriate for their age Māori learners know staff care about their learning, have high expectations of them and help them to succeed therefore all staff have high expectations for Māori and clearly believe that every Māori learner can learn and enjoy education success as Māori with effective teaching Teachers understand and use pedagogies that are known to be highly effective for Māori learners. Provide opportunities for Māori learners to bring what they know to their learning and to express themselves as Māori through topics or contexts of learning which are culturally responsive. 	Ongoing	Principal Kaupapa Māori Team All staff & Board	<ul style="list-style-type: none"> All staff are aware of the strengths, needs and agency with respect to teaching Māori learners Educators understand 'why the focus on Māori learners' All staff and board value and engage in meaningful relationships with whānau. Strong student agency among all Māori learners Use of effective Māori pedagogies Māori achieving success as Māori. Principal regularly participates in Maori Achievement Collaborative
2.5 Have a strong sense of belonging and identity in who we are and where we come from.	<ol style="list-style-type: none"> Children investigate and recognise the significance of our community – things Kaupapa Māori Children know their roles and responsibilities in different communities and situations, including Tikanaga Māori. The Māori world view is integrated into the Interest Based Curriculum areas Focussed teaching around personal identity – children have a sense of self. 	Ongoing	All staff Kaupapa Māori Team Interest Based Curriculum Team	<ul style="list-style-type: none"> All stakeholders will know tikanaga in different situations. All stakeholders will have pride in self and community. Te Ao Maori is included in our Interest Based Curriculum development

3. Wholeness and Wellbeing – Weaving the Strands				
At Marfell Community School we focus on the whole child developing their emotional, physical, spiritual, and family wellbeing so they can become empowered learners.				
TARGET	ACTIONS	RESOURCES & TIME FRAME	PERSONNEL	OUTCOME
3.1 Have an integrated and holistic curriculum based identified past present and future needs.	<ol style="list-style-type: none"> 1. Grow resilience and self-belief in students through teaching, learning and embedding them in the MANA culture. 2. Targeted teaching around key competencies including mindsets and social and emotional intelligences with particular focus on target children 3. Support provided through agencies and all staff through, specialist programmes, for the individual to achieve success. 	Ongoing	All Staff	<ul style="list-style-type: none"> • A strong, entrenched schoolwide MANA culture • support programmes and initiatives meet the needs of all tamariki
3.2 Create resilient learners who know how to achieve goals and embrace mistakes.	<ol style="list-style-type: none"> 1. Formal development of an Interest Based Curriculum 2. Formal development of a school wide philosophy around the Interest Based Curriculum. 3. How to guide, created showing how we do this at MCS 4. Interest Based Curriculum implementation in all classes 	Terms 1-4	Interest Based Curriculum Team All Teachers	<ul style="list-style-type: none"> • IBC structure, process and process defined and implemented schoolwide
3.3 Create 21 st century learners.	<ol style="list-style-type: none"> 1. Source external funding to contribute towards the day to day resources in Whare Manaaki 	Ongoing	Leadership	<ul style="list-style-type: none"> • To proudly have a Specialist Unit that is inviting, contemporary and resourced to meet the needs of our ORS children.

4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.				
TARGET	ACTIONS	RESOURCES & TIME FRAME	PERSONNEL	OUTCOME
4.1 Accelerate student progress, raising student achievement and fostering learning outcomes through integration and connections.	1. To continue the MOE Literacy contract with support from our Literacy & PACT facilitator Cath Runga. 2. Planned opportunities for teachers to talk professionally about their practice and impact on students' achievement, using video, reflection or planning etc. 3. Structures and systems developed around monitoring of target student achievement.	All year Funding equivalent up to one FTTE day per month. (50 hrs approx) Terms 1 - 4	Literacy Leaders All teachers Leadership & All staff	<ul style="list-style-type: none"> • Teaching practices raise student achievement and are entrenched in our every day. • Professional learning that supports the development and enhancement of teaching and learning across the curriculum. • Strong structures & systems for monitoring target students.
4.4 Have an integrated and holistic curriculum based on identified past present and future needs with an emphasis on student agency	1. Interest based learning schoolwide curriculum developed to develop agency, self-belief, problem solving skills and creativity. 2. School wide collaboration on developing systems and structures for learning, planning and teaching with the integrated curriculum and play based philosophy, 3. Curriculum Leaders to present priority curriculum plans and outcomes to BOT	Ongoing Ongoing Terms 1-4	Junior teachers Senior Teachers All Teachers	<ul style="list-style-type: none"> • Student achievement is accelerated. • Student agency increases. • School wide systems in place for cohesiveness • BOT informed

Marfell Community School

Student Achievement Target and Action Plan 2019 - Mathematics

Target Area: Mathematics					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 27 children identified as achieving below expectation in Mathematics to be at or above expectation In Mathematics. 61% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 27 children from Year 2 to 6 that were achieving below expectation in Mathematics. 17 of these children are Māori.					
<u>All Students Below Expectation in Mathematics (Years 2-6) (n=27)</u>					
	Māori	Non Māori	Male	Female	Total = 27
Year 6	2	0	0	2	2
Year 5	6	4	4	6	10
Year 4	4	1	3	2	5
Year 3	3	1	2	2	4
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	
2. Identify teacher strength and needs through in class observations and learning conversations and the appraisal process.			Term 1 →	School leaders	
3. Continue to access the maths leadership cluster to remain connected with up to date and current practice. Sustain staff development.			Term 1-4	School leaders	
4. Upskill new staff with school achievement expectations of progress and continue to moderate overall teacher judgements in relation to these expectations.			Term 1/2/3/4	School leaders Teachers	
5. Review current school interventions, including the frontloading programme, to ensure that they are making a difference in accelerating student progress.			Term 2-4	School leaders	
6. Upskill Support Staff to be able to deliver support programmes effectively.			Term 1/2/3	School leaders	
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 4	Teachers	
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	

Marfell Community School

Student Achievement Target and Action Plan 2019 - Writing

Target Area: English – Writing					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 23 children identified as achieving below expectation in Writing to be at or above expectation In Writing. 50% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 23 children from Year 2 to 6 that were achieving below expectation in Writing. 14 of these children are Māori.					
<u>All Students Below Expectation in Writing (Years 2-6) (n=23)</u>					
	Māori	Non Māori	Male	Female	Total = 23
Year 6	0	0	0	0	0
Year 5	5	3	3	5	8
Year 4	4	1	3	2	5
Year 3	3	1	2	2	4
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders	
2. Identify teacher strength and needs through in class observations and learning conversations.			Term 2 →	School leaders	
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders	
7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 4	Teachers	
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2/4 Ongoing	Teachers School leaders	

Marfell Community School

Student Achievement Target and Action Plan 2019 - Reading

Target Area: English – Reading					
Strategic Goal: 4. Teaching & Learning – Building Blocks for Marfell Learners Our children learn in a collaborative learning environment where their interests and passions drive the learning experience.					
Target Goal: To ensure a positive shift in achievement of the 22 children identified as being below expectation in Reading to be at or above expectation in Reading. 54% of these children are Māori.					
Historical Position: Our Overall Teacher Judgement Assessment for 2018 identified 22 children from Year 2 to 6 that were achieving below expectation in Reading. 15 of these children are Māori.					
<u>All Students Below Expectation in Reading (Years 2-6) (n=22)</u>					
	Māori	Non Māori	Male	Female	Total = 22
Year 6	1	0	1	0	1
Year 5	5	2	3	4	7
Year 4	4	1	3	2	5
Year 3	3	0	1	2	3
Year 2	2	4	2	4	6
Actions			When	Who	Outcomes
1. Analyse school-wide data and identify areas of student strength and need.			Term 1	School leaders Teachers	
2. Identify teacher strength and needs through in class observations learning conversations & surveys.			Term 2 →	School leaders Teachers	
3. Access and deliver targeted and tailored professional development to meet the identified needs of students and teachers – workshops, professional readings, coaching, modelling etc			Term 1-4	School leaders	
4. Establish school achievement expectations of progress and build teacher knowledge of making overall teacher judgements in relation to these expectations.			Term 1/2	School leaders Teachers	
5. Review current school interventions to ensure that they are making a difference in accelerating student progress.			Term 2 / 4	School leaders	
6. Review resources to ensure they match identified student and teacher need.			Term 1/2	School leaders Teachers	
7. 7. Track and monitor student progress and achievement through a range of assessment tools including PACT. Evaluate students using mid-year data.			Ongoing Term 1 & 4	Teachers	
8. Report to Parents twice a year on student progress and achievement. Report to BoT on student progress and achievement			Term 2 & 4 Ongoing	Teachers School leaders	

Marfell Community School Procedural Information

1. Marfell Community School will consult its community, including it's Maori Community, on a regular basis as part of it's three year cycle of self-review.

2. Targets for student achievement will be identified by:
 - Analysis of school-wide assessment data and student voice
 - Information gathered through staff discussions
 - Identified student needs
 - National priorities
 - National trend focus.

3. The Annual report will be lodged with the Ministry of Education each year by 31 May.

The annually updated School Charter will be lodge by 1 March each year.

Other supporting documents:

- Annual Budget
- 5/10 Year Property Plan
- Year Self Review Programme.