



School Charter, Strategic & Annual Implementation Plan

2021 - 2023

March 2021



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Annual Plan Section

Refer to separate Annual plan spreadsheet



Description of the School

Plimmerton School is a year 1 to 8 decile 10 school with a roll close to 500 students at the year end. The school includes 14% Maori students, 4% Pasific Peoples, 7% Asian, 73% NZ European, and 3% of other ethnic groups. Nestled in the coastal town of Plimmerton, north of Porirua city, we enjoy a unique combination of village community lifestyle, and the advantages of close proximity to city life. We are set 300m from the sea on a large site. Facilities include 23 classrooms, a field, a large hall/auditorium, a heated covered swimming pool, a technology centre, and a new library completed in 2020.

Local iwi

The original settlement of Hongoeka, today an active Ngati Toa marae with a wharenui, provides cultural richness and opportunity to the Plimmerton community. We share a close association with local iwi and Hongoeka, with a representative co-opted to the Board of Trustees. The school fosters participation and success of Maori students through Maori educational initiatives consistent with the Treaty of Waitangi such as the instruction in tikanga Maori and Te Reo Maori.

Community

We have interested, committed and actively involved parents with high educational expectations. We have a highly valued Parent Teacher Association who support our school.

Our team

We employ approximately 50 people including, two deputy principals, an assistant principal, 30 full-time and part-time teachers, teacher aides, support staff, specialist Music and Kapa Haka teachers. We have five syndicate teams that work as subgroups within the school as a whole. Kōwhai, Mana, Hongoeka, Taupō and the Technology Centre.

Zone

Plimmerton School operates a Ministry of Education approved Enrolment Scheme that defines a “Home Zone” for enrolments. The zone is from the Paremata Bridge in the south to Whenua Tapu (Airlie Road) in the north and Motukaraka Point on Grays Road in the east.



Major Historical Developments

- 1904** On the 26 September the first Plimmerton Public School building opened. This building was on the eastern side of the railway. The first teacher was Miss Emily Algie. By the end of the year 22 pupils were enrolled.
- 1912** The original classroom is overcrowded. The Education Board 'procures' part of Taupō Pā and builds a classroom. This is now the site of the Plimmerton Kindergarten. Children from Paremata walked to school (across a railway bridge) and children from Pukerua Bay took the train. Feb 1919 a second room was added to the school and the Wellington Education Board began negotiations with the Education Department for a new school site.
- 1938** The education department purchases 9 acres of land below Motuhara Rd between the Methodist Church and the railway line as a new school site. This was an area of flax and peat.
- 1955** Sunday 29 May, the school committee is given an official tour of the new school buildings and dental clinic - students and teachers start the next day and the official opening is 23 July.
- 1969** The first school hall built - just big enough for basketball. Toilets & kitchen added in 2000, and staffroom and seating in 2007.
- 1983** The manual training centre (now the Technology Centre) is opened.
- 1986** Four syndicates are established and named - Taupō, Hongoeke, Mana & Kōwhai.
- 1990** A community initiative results in the school pool being covered and heated.
- 1997** The local scout den is burnt down and the Board and Scouts work together to refurbish 'the Arts Centre', opened in 1998.
- 2000** A purpose-built library and information centre opens. Due to leaky building issues this is now to be replaced.
- 2009/10** Four additional Kōwhai classes are built in the area that was known as 'the dell'.
- 2014** The Junior & Senior playgrounds are upgraded.
- 2020** Te Korowai Manaaki - the new library opened.





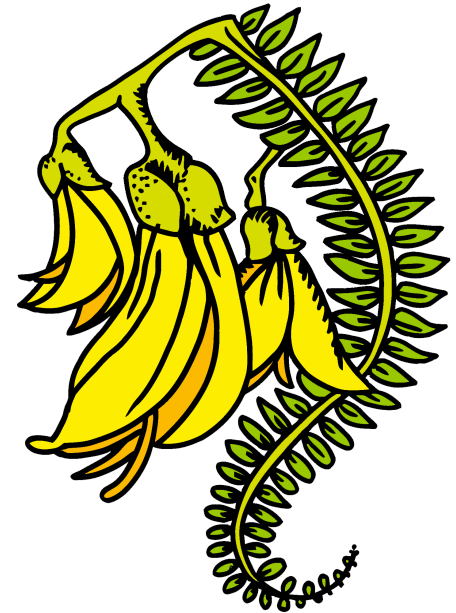
Motto and Mission

Motto:

Ka ako tahi tatou, ka tupu tahi tatou.
Together we learn, together we grow.

Mission Statement:

**Education that fosters caring, self-managing
and collaborative learners equipped to take
action and thrive in a changing world.**





Vision

To deliver on our mission we want all our students to have:

- **Positive and respectful relationships and connections with others** within the school, local community, including tangata whenua, and global communities
- **A strong foundation in literacy and mathematics** to enable deep learning across all the learning areas of the curriculum
- **The ability to inquire, think critically & problem-solve** to take individual or collective action in an ever changing world.
- **The opportunity to understand and use skills that develop resilience** in learning and life situations.

To support this vision we will:

- **Further develop our school curriculum** to enable opportunities for students to:
 - develop understanding & appreciation of their own & others' heritage, cultures and identity - locally, nationally & globally;
 - integrate te reo Māori, mathematics, literacy and digital technology capabilities within a variety of rich learning contexts across the Arts, science, social sciences, technology, health and physical education;
 - be active and self aware as learners and good citizens; and
 - develop future focussed capabilities - to be a global citizen, leader, innovator and physically active.
- **Ensure our staff are provided with support, resources and professional development** to:
 - further build capability in educational practice and leadership through collaborative practice;
 - be motivated, and feel valued
 - engage with our **community** as both a partner in learning and as a learning resource by
 - celebrating the diverse cultural, socioeconomic, religious and family backgrounds within the community;
 - informing parents about teaching and learning developments in the school;
 - further developing the way we share students achievements, progress; and
 - Working in partnership to foster students' social wellbeing.
- **Manage & care for resources & property** sustainably while maintaining the school as a safe, well resourced environment.



Values

Whitireiatanga

We aim high



Get involved and do our best.

Build each other up.

Dress for the situation.

Follow the rules for an activity.



Manaakitanga

We are kind



We help others in need.

We use our manners.

We use kind words and actions.

We include others, share and take turns.

We only use the 3 touches in our play.

1. Game touch - part of the rules of games
2. Helping touch - helping someone who is sad or hurt
3. Celebration touch - high fives, fist bumps, handshakes



Manawa Titi

We are resilient



We walk away from a problem or talk it out.

We ask for help from an adult.

We try new things with new people.

We are patient.

We accept when mistakes are made.



Kaitiakitanga

We look after our place



Leave places clean and tidy.

Let the trees and plants grow.

Look after resources.





Cultural Diversity and Māori Dimension

Plimmerton School respects the diverse ethnic and cultural heritage of people living in New Zealand, and acknowledges the unique place of Māori. The school fosters participation and success of Māori students through Māori educational initiatives consistent with the principles of the Treaty of Waitangi, such as instruction in te reo me ngā tikanga Māori. The school enjoys a good relationship with Hongoeka Marae. An iwi representative is co-opted to the Board of Trustees.

Learning opportunities for te reo me ngā tikanga Māori are developed through:

- All students participating in kapa haka to develop understanding and support the practice of termly pōwhiri to welcome new families and staff to the school.
- A progression of pōwhiri and cultural exchanges in different contexts as they move through the school.
- A plan for Te Reo Māori across the school.
- Engaging with local Māori history and legends.
- Considering Māori customs during school events, meetings, special occasions.

The school acknowledges that there may be times when parents ask for further instruction in Te Reo Māori for their children, particularly if those students have already developed a higher level of knowledge and ability. All requests will be considered by the Board of Trustees, with guidance from the Ministry of Education. The board will take reasonable steps to provide further instruction, within the constraints of:

- availability of personnel with the requisite skills and qualifications;
- financial viability; and
- availability of accommodation within the school.



National Education and Learning Priorities

The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing 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 are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP priorities will help create education environments that are learner centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. The NELP has seven specific priorities. These are:

- ensuring that places of learning are safe and inclusive and free from racism, discrimination, and bullying
- having high aspirations for every learner/ākonga and supporting these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture
- reducing barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy,
- meaningfully incorporating te reo Māori and tikanga Māori into their everyday activities,
- developing staff to strengthen teaching, leadership and learner support capability across the education workforce
- collaborating more with whānau, employers, industry and communities to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work



Strategic Plan 2021 – 2023

Ka ako tahi tatou, ka tupu tahi tatou.
Together we learn, together we grow.



Manaakitanga – We are kind

Whitireiatanga – We aim high

Kaitiakitanga – We look after our place

Manawa Titi – We are resilient

We Connect - Whanaungatanga

We Learn - Ako

We Belong – Turangawaewae

Purpose

When schools, parents, families, and communities partner together to support learning, students achievement, attitudes and attendance rise.

When a curriculum is relevant and coherent throughout the school, children and teachers share a learning pathway.

When students feel like they belong, they show more motivation, engagement, and self-efficacy.

Key Initiatives

Transitions across and within school

Embedding School Values and Positive Behaviour

Valuing cultural diversity.

Reporting with parents and students

Effective Literacy

Support for neurodiversity.

Effective communication with the community

Localised Curriculum

Support for mental health and well-being.

Outcomes

Whanau are engaged in their children's learning through sharing our learning adventures.
We have cohesive partnerships to enable the best outcomes for all learners.

Our culture and environment enables us to strengthen our learning and celebrate our place and identity.
Highly effective teaching and learning approaches and practices are embedded across the school.

We are an inclusive environment that values, supports and celebrates diversity.