

Chaucer School Strategic Plan 2024 - 2025



Our Vision Statement
Empowering confident learners

Introduction

Vision	Values	Goals
Empowering confident learners	<ul style="list-style-type: none">• Respect• Responsibility• Safety• 100% effort	<ul style="list-style-type: none">• Manaakitanga - To foster a culture of respect - Awhi• Rangatiratanga - To embed student led learning - Ahua• Whanaungatanga - To create collaborative relationships that deepen learning - Aroha

The Chaucer Family - Who are we?



Chaucer School Strategic Direction 2024 - 2025

Vision	Strategic Goals	Measurable Outcomes	Current	2024	2025
Empowering confident learners	Manaakitanga - To foster a culture of respect - Awhi	All students have a leadership role within our school	All year 6 students have a leadership role & some assist with inductions and train upcoming student leaders	All students are able to identify & take up leadership opportunities	Students are actively collaborating on planning e.g. new class/team/school events schoolwide
		A strong culture of coaching exists at our school	All staff members are engaged with the coaching approach	Coaching approach shared with the wider community	Students coaching students programme implemented
	Rangatiratanga - To embed student led learning - Āhua	All parents have a clear understanding of student led learning [SLL] & their role within it	Some parents have a clear understanding of SLL & their role within it	100% of parents have a clear understanding of SLL & their role within it	Parents supporting new parents with their understanding of SLL
		All students confidently lead their own learning	The 'SLL self reflection rubric for students' is fully implemented by students in senior classes	All students are consistently self-assessing against the 'SLL self reflection rubric for students'	Tuakana-Teina strengthened within and across classes/teams
	Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha	An active partnership with parents and whanau to support students' learning and wellbeing and to build strong community networks	Parents see themselves as valued partners and many are engaging at a deep level in their children's education	100% of parents are actively engaged as partners in their children's education	Parents actively supporting other parents with learning partnerships

	*Chaucer Community Group	Opportunities created for Parents, whanau and members of the wider Chaucer Family to connect	Successful onsite events run at class/team/school level	Class, syndicate & whole school events organised Parents/whanau organise & lead some of these	Parents/whanau organise & lead regular events
--	-----------------------------	--	---	--	--

Strategic Goals 2024 - 2025

Strategic Goal 1 - Manaakitanga - To foster a culture of respect - Awhi			
Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone Where do we need to be at the end of 2024?	How will we measure success?
Develop high performing staff	<ul style="list-style-type: none"> PLD on Te Ao Maori/ Te Reo Maori provided for all staff Strengthen use of effective approaches to teaching and learning to embed SLL, using the context of the NZH Curriculum Targeted Coaching PLD for staff Well-being PLD session provided for staff 	<ul style="list-style-type: none"> All staff have a base level of Te Reo Maori Te Ao Maori overview understood and consistently implemented Create a shared approach to give mana to Te Tiriti o Waitangi All staff able to use digital tools (including Google suite) in their learning programmes All staff able to use school wide apps i.e. WhatsApp, Seesaw as part of strengthening partnerships with parents Increased coaching capacity & competence Well-being PLD delivered for all staff once a year 	<p>Annual staff wellbeing and belonging measured, feedback collected & collated</p> <p>Staff self assess their learning of Te Reo against the specific programme shared at the beginning of school year.</p>
Programme of events planned by students, staff, CCG, wider Chaucer Family	<ul style="list-style-type: none"> Produce a Community consultation framework Explore setting up a range of cultural whanau groups 	<ul style="list-style-type: none"> Parents/whanau contribute to community consultation framework Regular engagement of all students and whanau of diverse cultures (e.g. at grandparents/cultural days) Students have a sense of belonging in, and awareness of, our local community 	<p>Feedback from parents/whanau around the Community consultation framework</p> <p>Students engaged in projects that involve the local community.</p>

Visual representation of our vision, 'tangas & values in and around our school	<ul style="list-style-type: none"> • Te Ao Maori lens applied to our Chaucer Values • Artwork/signage/mural on external wall • Vision and values on display to be bilingual (tanga's and a's) 	<ul style="list-style-type: none"> • New signage installed around the school [in English, Te Reo Maori & NZ Sign language] • Completed artwork installed 	New signage installed around school
--	--	--	-------------------------------------

Strategic Goal 2 - Rangatiratanga - To embed student led learning - Āhua

Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone Where do we need to be at the end of 2024?	How will we measure success?
<p>Extending student ownership of their learning</p> <p>* Reviewed & updated ** see Digital Technologies curriculum</p>	<ul style="list-style-type: none"> • Provide opportunities for teachers to share their reflections on SLL and aspects of best practice • SLL teacher self refl rubric reviewed & hybrid learning element added • Authentic, real world learning activities provided for all students • Students reflect using 'SLL self reflection rubric' for students' [modified for year levels] • Fortnightly goal setting for all students consolidated • Provide access to digital technologies for all learners • Audit re digital devices [ration & use+needs] • Support students & staff to be digitally capable learners** 	<ul style="list-style-type: none"> • Shared understanding of 'Achievement through student led learning @ Chaucer' • Students in Years 3-6 are self-assessing against the SLL self reflection rubric for students' criteria • All students able to set realistic learning goals • All teachers assess themselves using the updated 'SLL teacher self reflection rubric'* • Parents & whanau have understanding of SLL & goal setting • All students can recall, & demonstrate an understanding of, our school vision • Students' oral language capabilities have been expanded • Students can engage effectively with learning programmes regardless of where they are located • More concise Board reports, collaboratively produced • Wi-fi upgrade completed • Appropriate ratio digital devices provided school wide to meet learning needs 	<p>Annual student, staff and parent/whānau feedback methods to measure engagement and understanding of our local school curriculum including SLL</p> <p>Annual student learning and progress achievement data analysis with respect to our local school curriculum</p> <p>Board reports are created collaboratively.</p> <p>Students are self assessing utilizing level appropriate tools.</p>

	<ul style="list-style-type: none"> • Constant/effective communication with whanau to ensure their understanding of SLL program so they can help their kids to learn [e.g. Parent workshop] • Board Reports shared with staff • Upskill staff re their contributions & presentation at Board level • Kahui Ako WSL's share inquires with staff • Regular communication with parents re schoolwide opportunities in: leadership; sports; learning; the Arts 	<ul style="list-style-type: none"> • Raised awareness amongst parents re schoolwide opportunities for their children 	
Growing student leadership	<ul style="list-style-type: none"> • All students given opportunities to take on positions of leadership & responsibility • All Y6 students self identify, and have opportunities to develop collaborative leadership skills • Student voice incorporated into e.g Physical environment refreshment 	<ul style="list-style-type: none"> • Yr 3-6 students can identify leadership roles & Responsibilities • Student leaders have planned, organised & implemented programmes e.g. Chaucer Family Night 'element', CLA's. • Sandpit relocated & replaced by a bike rack 	

	plans, tuck shop feasibility study		
--	------------------------------------	--	--

Strategic Goal 3 - Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha

Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone Where do we need to be at the end of 2024?	How will we measure success?
Mutukaroa programme	<ul style="list-style-type: none"> • Make physical contact with whanau (e.g. before/after school) • Online meetings with whanau used/offered • Resources/tests taken home with the child or shared when meeting with whanau 	<ul style="list-style-type: none"> • 100% of parents are actively engaged, & feel empowered, as partners in their children's learning • 100% whanau / parents are present during online/face to face meetings, Mutukaroa resources are used at home • Parent/whanau report high level of satisfaction with Mutukaroa process 	<p>Mutukoroa - beginning school assessment & 6 month assessments completed</p> <p>Meetings with new parents take place at both checkpoints</p>
Collaboration with our community	<ul style="list-style-type: none"> • Educate and inform parents about SLL in each area of the school • Restart CCG, Parents/whanau led • Events organised for Parents & whanau at class/team/whole school levels • Kowhai / Middle syndicate create a promotional video explaining student-led learning • Engagement with local Iwi • Opportunities provided for parents & whanau to connect • Implementation plan for Community hub 	<ul style="list-style-type: none"> • Parents & whanau have deeper understanding of SLL and their role within it • Class / Syndicate events organised e.g. picnics, 'Day' camp • Options re establishment of a Community Hub have been explored • Local Iwi connection made • Kowhai video shared schoolwide e.g. at assembly • Rimu & Kauri videos shared widely e.g. on school website • Implementation plan completed 	<p>Tangata whenua satisfaction that whanaungatanga has been strengthened with them, leading to codesign of our local curriculum</p> <p>Termly events held to support whanau connection (all teams e.g. Open mornings, picnics)</p> <p>Videos shared (all teams)</p>

	formulated [connect with existing hubs]		
Collaboration between teachers of Priority Learners (PL's) to ensure smooth transitions, especially between teams	<ul style="list-style-type: none"> • More in-depth learning conversations between teachers of PL's • Increase profile of all staff among students through e.g. assemblies, newsletters, website • Teachers spend time across levels and school • Upskilling of AT's and Teachers to support Priority Learners • Buddy class system operating • Teachers read stories/teach in/to a different class each term 	<ul style="list-style-type: none"> • Teachers have relationships with the students in their new classes before the start of the academic year • All parents & children have had the opportunity to meet their new teacher and build/strengthen the relationship • All children know the names of all staff through e.g. staff share pepeha at assembly, assembly spotlight on staff member, staff profiles in newsletter • Buddy classes have connected & collaborated minimum 4 times per term 	Staff members are introduced and their role in the school is shared e.g A spotlight segment at assembly, profile in the newsletter/video profile

<p>Chaucer Community Group</p>	<ul style="list-style-type: none"> • Restart CCG, Parents/whanau led • Parents, whanau & members of the wider Chaucer Family organise & lead school events/activities • Parents & whanau organise & lead hui/fono • Parents & whanau run workshops for parents & whanau (face to face/online/recorded) 	<ul style="list-style-type: none"> • Whanau led events/workshops take place • Whanau led hui/fono take place 	<p>Whanau led CCG by the end of term 4 and lead / organise wider school events</p>
--------------------------------	--	--	--

Annual Aspirational Goals

Our students will experience a broad and integrated curriculum 2024

Our curriculum acknowledges the principles of the Te Tiriti o Waitangi / Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga.

Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, members of the wider Chaucer Family and the community.

Our curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Our curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.

A performing arts programme, aligned with our Chaucer Values, will be provided for all students.

Our curriculum ensures that every learner and every staff member will be able to continue to teach and learn, regardless of where they are located. This includes ensuring they have access to the tools for learning remotely, and the skills required to do that effectively.

Our students will be achieving above the Chaucer expectation in literacy 2024

Priority learners & their literacy learning needs identified

Literacy interventions, including small group support, implemented

Literacy programme delivered for parents

For all students to be making at least satisfactory progress in reading and writing

Moderation workshops to ensure consistency of OTJ's, including across school moderation (Kahui Ako)

Utilise Kahui Ako Across school teachers to support teacher led inquiries in order to maximise impact on student learning

**Our students will be achieving above the Chaucer expectation in mathematics
2024**

Priority learners & their maths learning needs identified. Teaching & learning programmes based on this.
Maths workshops delivered for parents
Opportunities provided for increased student led learning in maths
For all students to be making at least satisfactory progress in maths
Utilise Kahui Ako 'Across school teachers' to support teacher practice and making consistent OTJ's

**Raise levels of achievement and engagement of Maori and Pasifika students
2024**

Maori & Pasifika priority learners identified and targeted, based on learning needs
Te Ao Maori ('Maori world', includes Te Reo & tikanga) programme delivered effectively in all classes
Increased & improved communication amongst whanau
Through Mutukaroa programme 'at risk' Maori & Pasifika priority learners supported through a whānau scaffolding programme
Maori & Pasifika students have strong sense of their cultural identity within the Chaucer Family
Maori & Pasifika achievement data is analysed and used to inform practice throughout the year

**Effective self review processes and reporting
2024**

Programmes and initiatives are effectively reviewed, evaluated and next steps planned & implemented
The Strategic Plan is a living document, regularly reviewed and refined
A self review culture continues school wide

Key:

BEW = By exactly who ST = Springboard Trust AT = Assistant teacher
Tchers = teachers CCG = Chaucer Community Group
S = Students e.g. MF = initials of staff members
P&W = Parents & whānau KA = Kahui Ako [Lynfield]
LT = Leadership team WSL = Within school leaders [KA]
TLdrs = Team leaders SLL = Student led learning

Student Achievement Targets - 2024

Historical position	Targets	Plan to achieve this	Resources	Timeframe
Chaucer Values well embedded. Behaviour incidents (minor & serious) incidents, have been reducing over time	All students independently model our Chaucer Values in person & online	Students self assess against the Chaucer Values Te Ao Maori lens applied to our Chaucer Values Student leaders share Chaucer Values messages at e.g. assemblies Term focus on values	Chaucer Values term plans Leadership responsibilities & opportunities	December 2024
Connections/Whanaungatanga: Student-Student; Staff-Student; Staff-Whanau; Staff-Staff = Going well. Whanau-Whanau=Heavily impacted by Covid Coaching programme implemented, Chaucer Values lived & breathed	Build resilience and wellbeing for students and staff through connection & whanaungatanga	Opportunities provided for whanau to connect [class & syndicate level] Te Ao Maori events implemented Te Tiriti O Waitangi policy to inform this	Chaucer Values focus In house coaching expertise accessed Kahui Ako expertise accessed	December 2024
Due to Covid, multiple lockdowns & fluctuating attendance some students have disengaged/been unable to engage with learning	Ensure that every student is able to continue to learn, regardless of where they are located	Upskilling of staff & students re hybrid learning Support for whanau to access digital devices at home	Relationships with suppliers MOE support	December 2024

Cross referencing with National Education & Learning Priorities (NELP)

Strategic Goal	Initiative / Student achievement target	NELP Reference Objective / Priority
Manaakitanga - To foster a culture of respect - Awhi	Programme of events planned by students, staff, CCG, wider Chaucer Family Develop high performing staff	Obj 2 - Barrier free access: Priority 4 Obj 3 - Quality teaching & Leadership: Priority 5 & 6
Rangatiratanga - To embed student led learning - Āhua	Extending student ownership of their learning	Obj 2 - Barrier free access: Priority 3
Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha	Mutukaroa programme Collaboration with our community Collaboration between teachers of Priority learners...	Obj 1 - Learners at the centre: Priority 2 Obj 1 - Learners at the centre: Priority 2 Obj 2 - Barrier free access: Priority 3
	All students independently model our Chaucer Values in person & online	Obj 1 - Learners at the centre: Priority 1

Annual implementation plan 2024

Strategic Goal 1

Manaakitanga - To foster a culture of respect - Awhi

Annual target

All students independently model our Chaucer Values in person & online

What do we expect to see by the end of the year?

- A shared approach implemented, to give mana to Te Tiriti o Waitangi
- Students have an age appropriate understanding of what 'Respect' looks like for them
- Refer to 'Chaucer Values Expectations' doc & 'Chaucer Values student self reflection rubric'

Strategic Goal 2

Rangatiratanga - To embed student led learning - Āhua

Annual target

Ensure that every student is able to continue to learn, regardless of where they are located

What do we expect to see by the end of the year?

- Effective approaches to teaching and learning to embed SLL, using the context of the NZH Curriculum, implemented schoolwide
- Students display greater independence and confidence towards their learning
- Students are consistently self-assessing against the 'SLL self reflection rubric for students'

Strategic Goal 3

Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha

Annual target

Build resilience and wellbeing for students and staff through connection & whanaungatanga

What do we expect to see by the end of the year?

- We understand our communities' priorities for their tamariki
- Empowering our parents & whanau to engage and lead e.g. CCG, Community Hub
- We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum

2023 Progress & Achievement

Target: All students independently model our Chaucer Values in person & online

To achieve this target in 2023:

- our termly foci on values: these have been consistently implemented throughout the school. They have been referred to and commented on by each of our three teaching teams in previous reports, particularly the Integrated Curriculum report.
- student leaders sharing Chaucer Values messages with their fellow students, including at school assemblies: this has happened termly, and will be continued in 2024.
- a Te Āo Māori lens being applied to our Chaucer Values: we have begun to apply such a lens by displaying and referring to our Values in te reo and by integrating our Values-based teaching and learning into our teaching and learning of Te Āo Māori and Aotearoa New Zealand Histories.
- students self-assessing against the Chaucer Values:

Rimu students identifying and explaining the four Chaucer Values:

Be responsible!

Give 100% effort!

Be respectful!

Be safe!

Kōwhai students completing their self-reflection rubrics and examples of completed rubrics:



	1	2	3	4	Notes
Respect	I am disrespectful to my classmates and all the adults in the school.	I am sometimes respectful to my classmates and all the adults in the school.	I am usually very respectful to my classmates and all the adults in the school.	I am always very respectful to my classmates and all the adults in the school.	
Responsibility	I am not responsible for myself and my behaviour. I am unorganised and not prepared for learning.	I am sometimes responsible for myself and my behaviour. I am sometimes organised and prepared for learning.	I am usually responsible for myself and my behaviour. I am usually organised and prepared for learning.	I am always responsible for myself and my behaviour. I am always organised and prepared for learning.	
Safety	I am often unsafe. I frequently put myself and others in situations that are unsafe or dangerous.	I am sometimes safe. I occasionally make sure no harm comes to myself or others.	I am usually safe. I am generally making sure no harm comes to myself or others.	I am always safe. I am consistently making sure no harm comes to myself or others.	
100% Effort	I rarely give 100% effort. I don't like trying new things. I am unsupportive of other people.	I sometimes give 100% effort. I occasionally give things a go. I don't really encourage and support others to do the same.	I usually give 100% effort. I try to give everything a go, and usually encourage and support others to do the same.	I always give 100% effort. I give everything a go, encourage and support others to do the same.	

	1	2	3	4	Notes
Respect	I am disrespectful to my classmates and all the adults in the school.	I am sometimes respectful to my classmates and all the adults in the school.	I am usually very respectful to my classmates and all the adults in the school.	I am always very respectful to my classmates and all the adults in the school.	
Responsibility	I am not responsible for myself and my behaviour. I am unorganised and not prepared for learning.	I am sometimes responsible for myself and my behaviour. I am sometimes organised and prepared for learning.	I am usually responsible for myself and my behaviour. I am usually organised and prepared for learning.	I am always responsible for myself and my behaviour. I am always organised and prepared for learning.	
Safety	I am often unsafe. I frequently put myself and others in situations that are unsafe or dangerous.	I am sometimes safe. I occasionally make sure no harm comes to myself or others.	I am usually safe. I am generally making sure no harm comes to myself or others.	I am always safe. I am consistently making sure no harm comes to myself or others.	
100% Effort	I rarely give 100% effort. I don't like trying new things. I am unsupportive of other people.	I sometimes give 100% effort. I occasionally give things a go. I don't really encourage and support others to do the same.	I usually give 100% effort. I try to give everything a go, and usually encourage and support others to do the same.	I always give 100% effort. I give everything a go, encourage and support others to do the same.	

Examples of **Kauri** students' written self-reflections relating to our Chaucer Values:

Responsibility Reading quietly when doing SSR Setting up the tech equipment.	Responsibility Focus on my tasks Time management.
Respect Listening to the teacher.	Respect None.
Softy Following the rule of the bike for being aware of my surrounding on the bike track.	Softy None.
100% effort Main spelling do 100% effort in spelling.	100% effort Finishing my tasks.

Responsibility Picking up rubbish Helping people in trouble Good at being organised Looking after my stuff	Responsibility Taking responsibility of my mistakes Tryd
Respect Respect other's ideas Being respectful to other people	Respect Time Give other time People

Responsibility Reading quietly when doing SSR Setting up the tech equipment.	Responsibility Focus on my tasks Time management.
Respect Listening to the teacher.	Respect None.
Softy Following the rule of the bike for being aware of my surrounding on the bike track.	Softy None.
100% effort Main spelling do 100% effort in spelling.	100% effort Finishing my tasks.

Actions/Next steps:

Continue to deepen all students' understanding of our Chaucer Values in a broad range of contexts.

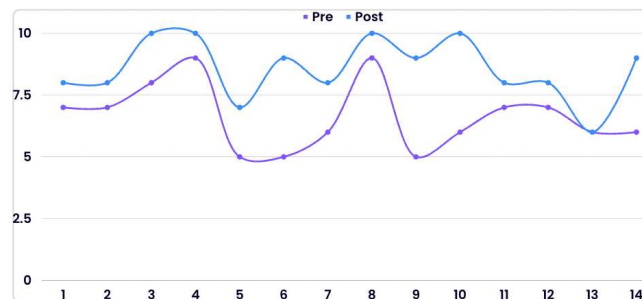
Continue to apply a Te Āo Māori lens to our Chaucer Values, giving staff opportunities to gain greater insight into and understanding of Te Āo Māori through relevant Professional Learning and Development.

Target: To build resilience and wellbeing for students and staff through connection and whanaungatanga

To achieve this target in 2023:

- opportunities provided for whānau to connect (at class and syndicate levels): in Term 1, each team held an event to which whānau were invited. We built on the success of these events throughout the year with further class, syndicate and whole school events to which whānau were invited. These included:
 - Parents/whānau members coming in for whole days and working with students in some classes
 - Rimu team's whānau picnic, held after school
 - Literacy workshops for Rimu and Kōwhai families
 - Kauri shared lunch for whānau and students
 - Kauri whānau's involvement in the organisation and preparation of cultural day
 - Parents and whānau invited for morning tea after team/class assemblies.
 - Termly school-wide events: planting, Matariki, book parade / grandparents' day, Cultural Day
 - whānau members volunteering to help with the tiles project and sharing morning tea
- a Lead Coaching team established: in 2023 this team has consisted of three staff members - Michael Fletcher, Alanna Lee, Sharon Hayward. All three of these team members have undertaken relevant Professional Learning and Development. We have held several highly successful sessions on staff Professional Days, at which staff engagement with and understanding of coaching has been enhanced.

**Enthusiasm towards coaching
in 2023**



Staff responses to a questionnaire inviting them to anonymously rate their levels of enthusiasm for coaching before and after one of our Professional Days

Actions/next steps:

Review the termly school-wide events with a view to improving the opportunities these present for connection and whanaungatanga.

Continue to provide deliberate opportunities in classes and teams for whānau to connect.

Continue to upskill our teaching and wider staff by offering high quality external and internal PLD in coaching.

Target: Ensure that every student is able to continue to learn, regardless of where they are located

To achieve this target in 2023:

- Upskilling of staff and students re hybrid learning

Reflections from teachers implementing hybrid learning:

Year 4:

The Year 4 programme is all online and accessible through the students' school emails and Drives. The students have access to their learning anywhere, anytime. At the start of the year they are all upskilled on how to use the Google applications and Drive properly. They are shown how to join into online meetings, and know that they are able to join in with lessons if they are at home for any reason.

We have several examples of students who have benefited from hybrid learning due to illness or time spent overseas.

Kauri:

Our student-led learning programme provides a mixture of specific online lessons and face to face workshops. Y5/6 students are self-directed learners who flip their learning when they are unable to come to school or complete their work at home. Students are comfortable in emailing teachers for any help they need and workshops are run from anywhere in the school. Teachers are mindful that this type of learning can impact on personal and family time and have chosen to not run workshops from home after school hours. Our student-led learning programme is hugely effective, not only does it provide students with equal learning opportunities but it also provides them with skills to face the unknown world in the future.

- Support for whānau to access digital devices at home: this plan will be continued into 2024.

Actions/ next steps:

Consult with whānau so as to identify ways in which they would like to be supported with access to digital devices and understanding of hybrid learning. Provide any support we are able to offer that would be most valuable to our whānau.

Literacy:

Meeting the needs of Priority learners:

That significant ongoing support (in the form of targeted Assistant Teacher support, relevant PLD for staff and whānau workshops) be provided to the Year 4 and Year 5 cohorts of 2024, as a sizeable percentage of these cohorts did not meet our expectations this year, particularly in writing.

That we continue to focus on reducing the disparities between genders and ethnicities, ultimately aiming to bring boys' progress and achievement levels into alignment with girls' and Māori and Pasifika students' progress and achievement levels into alignment with schoolwide averages or higher.

That we continue to assess all students in order to assess progress and inform our teaching and learning programmes, while continuing to focus on additional metrics in the junior (Year 1 and 2) cohorts, such as resilience and communication.

Mathematics:

Meeting the needs of Priority learners:

That the 56% of the Year 3 cohort who did not meet expectation be monitored and receive additional support next year.

That the 52.5% of Pasifika students who did not meet expectation be monitored and receive additional support next year.

That an assistant teacher will continue to run a daily basic facts maths programme next year to support students.

That a numeracy maths workshop be run for the whānau of students who did not meet expectation this year.

Te Ao Maori

Rimu: Time is allocated time once to twice weekly for an explicit focus on Te Ao and Te Reo Maori. Content included general vocabulary for simple communication, aspects of local history, tikanga or the sharing of traditional stories.

Integration occurs through other Curriculum areas such as visual arts, literacy and Aotearoa New Zealand Histories.

Simple language such as greetings or instructions (for example, "Haere mai ki roto" after break times) is utilised regularly in all classrooms.

Kowhai: Within the syndicate, you can see aspects of Te Āo Māori in many ways. The date on the board daily and the names of different learning activities during the day as well as common classroom phrases are all in Te Reo. We start each day with a Karakia. We learn waiata and action songs during our performing arts sessions. We also use authentic situations to incorporate Te Āo Māori, such as learning about Te Tiriti o Waitangi in Term 1 and Matariki in Term 2. Our Matariki learning was observed with a whole school celebration and planting day, and then by taking a trip to Stardome to see and hear the traditional stories of Matariki and learning where to see the cluster in the sky.

Kauri:

- The history of Aotearoa New Zealand from a Māori perspective
- The Treaty of Waitangi
- Myths and Legends (ongoing)
- Matariki
- Māori leaders
- Regular use of tikanga e.g. through sharing our school karakia at the start and end of day
- Senior students learning to memorise karakia for kai with a view to leading the school in future
- Student leaders say the pepeha when addressing the school at assemblies
- Weekly kapa haka sessions
- Students performing at konohete
- Teachers greet students using Te Reo and use Māori phrases to give instructions

- Integration of Te Reo into our displays; for example, He Waka Eke Noa (We are all in this together with no exception) has become the Kauri Motto

Integrated Curriculum:

Our students will experience a broad and integrated Curriculum

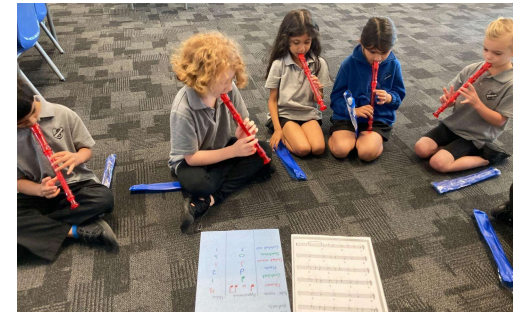
Rimu:



Maths (measurement, fractions) + Health + Literacy + EOTC



Visual Art + Literacy + Te Āo Māori

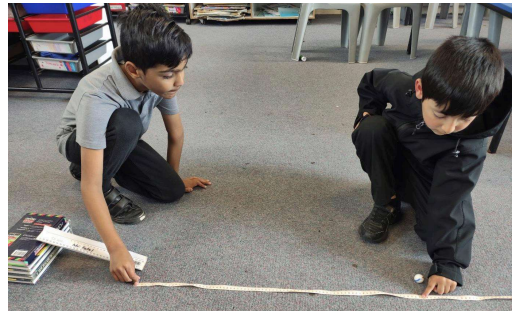


Music + Literacy + Maths

Kōwhai:



Maths (measurement) + Visual Art



Maths + Science

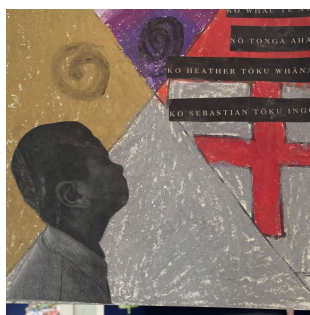


Science + Literacy + Digital Literacy

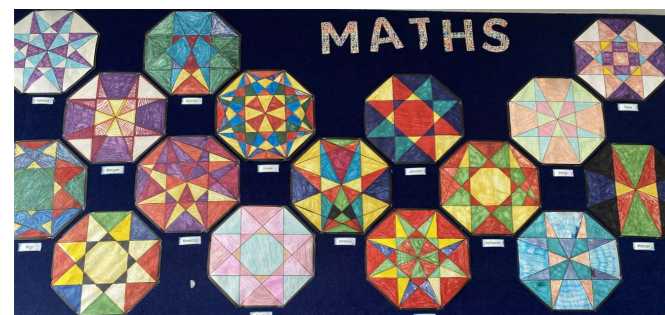
Kauri:



Aotearoa New Zealand Histories + Visual Art



Te Āo Māori (pepeha) + Visual art



Chaucer Values + Maths + Visual Art

Our targets and actions will support our Te Tiriti o Waitangi obligations through:

At Chaucer School we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to engage and promote the principles- partnership, protection and participation of Te Tiriti O Waitangi.

Our curriculum acknowledges the principles of the Te Tiriti o Waitangi / Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

Te Tiriti and its principles set out obligations for the Crown and Māori, that guide how tangata Tiriti and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

When we enrol a new child we emphasise that we are not only welcoming the child into the Chaucer Family we are welcoming the whole whanau into the Chaucer Family. We work in an equal partnership with whanau to support the child to reach their full potential [see harakeke image on page 3 of this document]. All students have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga.

Maori students have a strong sense of their cultural identity within the Chaucer Family.

Signed: *Emma Robertson*

Board Presiding Member

Date: 1-3-24

Signed: *Michael Fletcher* Date: 1-3-24

Principal