

# SCHOOL CHARTER

and  
**STRATEGIC GOALS  
2023**



**Te Kura Waenga o Ross**  
Poipoia te kākano kia puawai

# Te Kura Waenga o Ross

Poipoia te kākano kia puawai

## Whanaungatanga

- Developing Relationships with Whānau
- with Community and across kura
- Strong Communication
- Inclusivity
- Collaboration

## Tikanga:

- Ākonga as Communicators
- Community of Inquiry
- Building Capabilities
- Supercurricular Activities
- Strategic Plan

## Kaupapa Māori

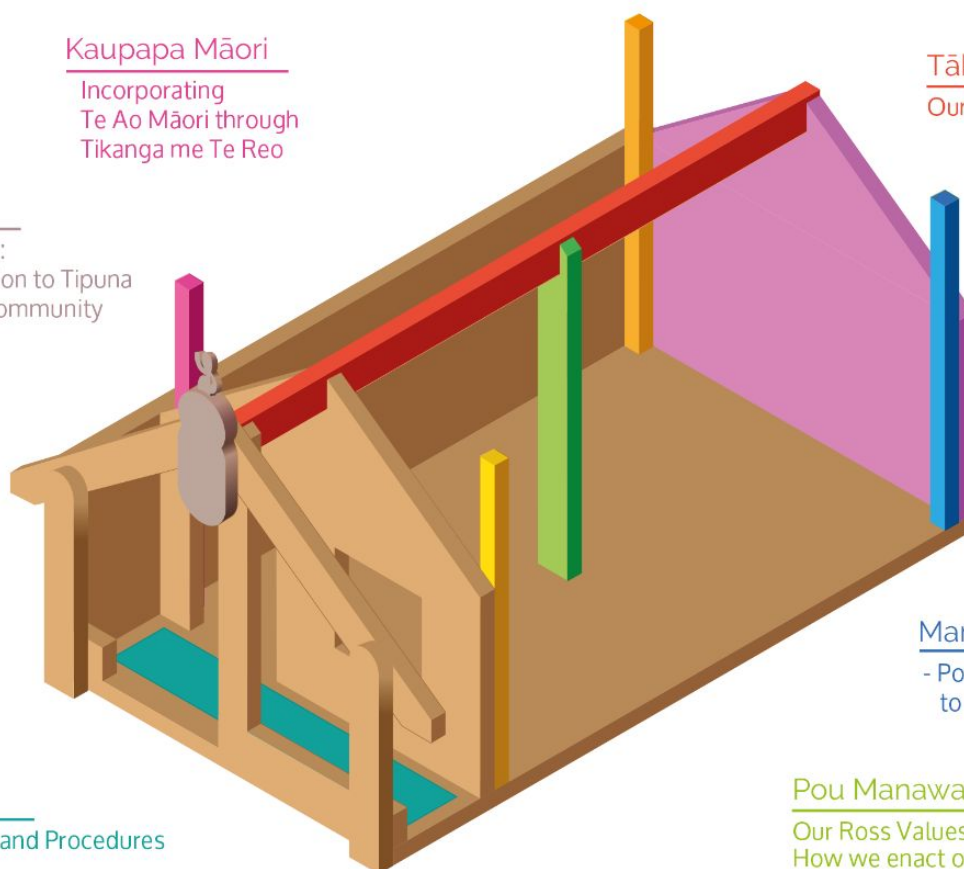
Incorporating  
Te Ao Māori through  
Tikanga me Te Reo

## Tāhuhu

Our Vision

## Tekoteko

- Tūrangawaewae :  
Our Connection to Tipuna
- Iwi / Whānau / Community
- Whakapapa



## Mahuru

- School Policies and Procedures
- A-Z Guide

## Manaakitanga

- Positive Behaviour 4 Learning  
to enhance mana (PB4L)

## Pou Manawa

Our Ross Values:  
How we enact our Vision

## Hauora

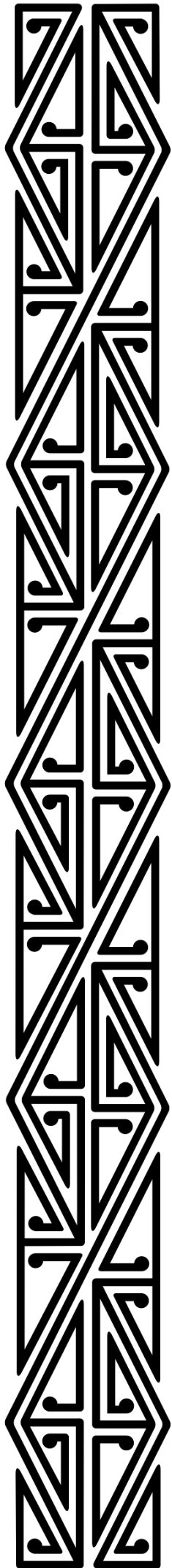
- Wellbeing of Students and Staff
- Te Whare Tapa Whā
- Fonofale
- Sustainability

## Foundation Documents

- NZ Curriculum
- Te Marautanga
- Tātaiako
- Tapasā
- Te Takanga o te Wā
- Charter
- Our Code Our Standards

The representation above demonstrates how all we do at Ross Intermediate fits in with our Local Curriculum along with our National Curriculum requirements.

Further explanation can be found by clicking [HERE](#).



# PB4L Philosophy & Vision

## **WHAKAMAHIA KIA** - Acting with Integrity

Our school community is committed to consistently interacting with honesty, respect and empathy. By Acting with Integrity, we demonstrate that we care about each other and ourselves.

### **What does "Acting with Integrity" look *like* at Ross?**

- We interact politely, listening to the views of others.
- We respect and care for all property and the environment.
- We interact online with respect, safeguarding our own "digital footprint".
- We help others that need our care.

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## **TIKA AKO KIA KAHA** - Learning with Purpose

Every experience is a learning opportunity. We constantly look for new opportunities to learn about the world around us, and more about ourselves. Learning time is valuable and we are committed to making the most of the time we spend together as a learning community.

### **What does "Learning with Purpose" look *like* at Ross?**

- Students and teachers are actively engaged in learning.
- Students know what they are learning and why they are learning. The learning pathway is clear to see.
- Teachers have a clear understanding of student attainment, strengths and needs.
- Students monitor their own learning progress.

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## **WHAIA MOEMOEA** - Inquire and Dream

We believe learning doesn't finish at Intermediate School, nor does it finish when the final bell of the day rings. Learning is a lifelong process and we strive to embed the principles of curiosity, passion and aspiration throughout our school community. We encourage our whānau to "Dream Big" - to create goals and the pathways to reach them.

### **What does "Inquire and Dream" look *like* at Ross?**

- Students and staff set goals and plan how to attain them.
- We all "want to know more" about ourselves so that we can become better equipped to turn our dreams into reality.
- We celebrate the dreamers and those who have achieved good things at school and beyond.
- We all, in some way, large or small, want to change the world!





## WHAKAMAHIA KIA

## TIKA AKO KIA KAHA

## WHAIA MOEMOE

These statements are each backed up with explicit teaching around how they will be reflected in our local school environment as well as out in the community when acting as responsible global citizens.

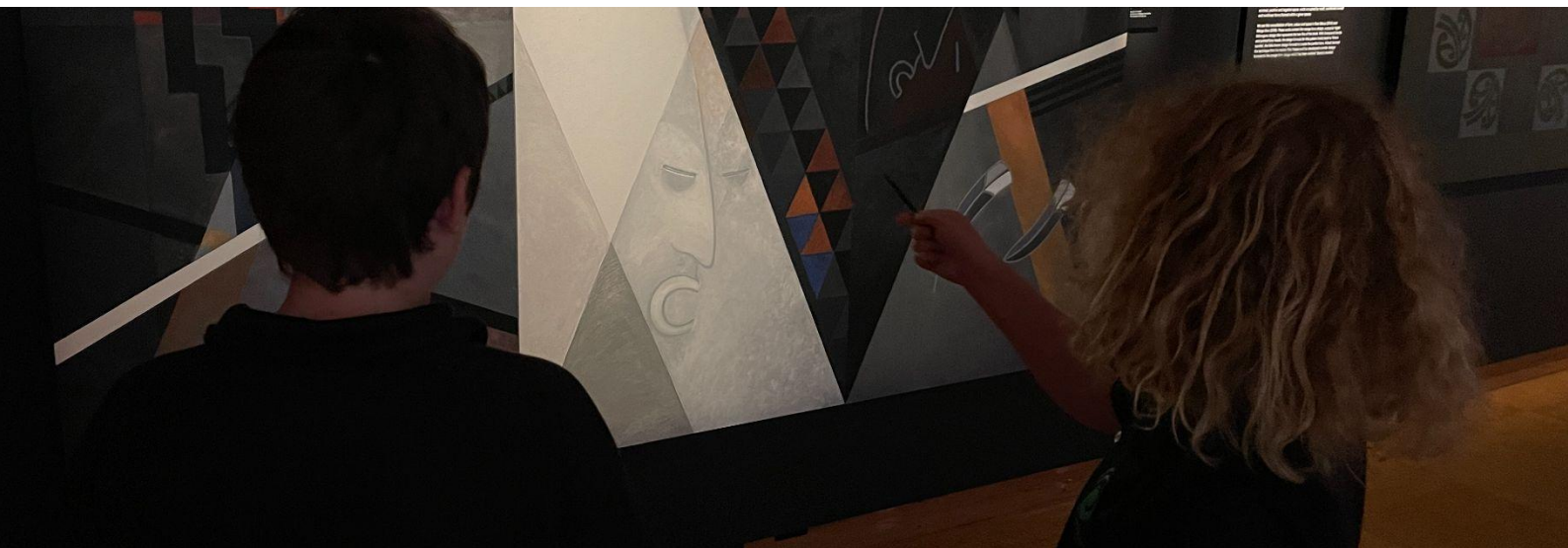
They also serve to support our School Goals for all students and staff.

### SCHOOL GOALS

1. To create meaningful learning programmes to meet individual needs of emerging adolescents.
2. To develop creativity, innovation and critical thinking in all students enhanced through eLearning opportunities.
3. To develop citizens who display integrity, value themselves, others and the environment.
4. To build an effective team providing quality learning opportunities for all students.
5. To create a learning community involving staff, students and their whanau.

Along with the above goals and statements the Board of Trustees supports and is committed to the following educational understandings:

- *Strong educational support for identified Priority Learners.*
- *Reduced class size environment for all classes*
- *Enhanced eLearning opportunities with a device for each and every student.*
- *Equal opportunities for all learners at Ross Intermediate.*



# THE THINGS WE VALUE

at Ross Intermediate

Dream big, set goals,  
take action

Whaia  
ou  
*Moemoea*  
Inquire and Dream



Be curious & build  
connections

Ako<sup>kia</sup>  
Kaha  
Learn with Purpose



Manaaki  
everyone &  
everything

Whakamahia  
kia tika  
Act with Integrity



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# IWI PARTNERSHIP

## Ross Intermediate School – Te Kura Waenga O Ross and the Board of Trustees

- Firstly, acknowledge the special status of Maori as *Tangata Whenua* of Aotearoa New Zealand,
- Secondly, *Te Reo Maori*, Maori Language 1987 as an Official Language of Aotearoa New Zealand and
- Thirdly, Te Tiriti O Waitangi the Treaty Of Waitangi 1840 as the founding document of Aotearoa New Zealand as a Nation.

Ross Intermediate School – Te Kura Waenga O Ross is located in the heart of Palmerston North city and therefore amongst the Mana-Whenua Iwi, Rangitane O Manawatu.

On the 17th February 2016 Ross Intermediate School – Te Kura Waenga O Ross signed a Memorandum of Understanding (MOU) direct with Tanenuiarangi Manawatu Incorporated on behalf of Rangitane O Manawatu Iwi.

The Key Objective of this MOU is to enable Rangitane O Manawatu Iwi and Ross Intermediate School – Te Kura O Ross to establish a collaborative mutually respectful relationship that further enhances the schools determination to support the education pathways of all learners and their Whanau and the wider Ross Intermediate community.

This support is encased within the Cultural Responsive Framework currently and collaboratively being developed with Rangitane O Manawatu Iwi.



## REQUESTS FOR TE REO MAORI

Ross Intermediate School will be inclusive of Te Rangitane Tikanga and Te Reo in the School Programmes. Opportunities will be provided for all students to learn about these areas and for students to be educated in Te Reo Maori if they so wish. As well as this the Board of Trustees are committed to providing for any student extension opportunities in Te Reo and Tikanga Maori. The Board of Trustees also fully support the inclusion of a Level 2 Bilingual Immersion Unit at Ross Intermediate, Te Whare Waiora.



## REQUIREMENTS FOR BOARDS OF TRUSTEES

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13. The curriculum the Board develops in one:

- that is underpinned by and consistent with the principles
- in which the values are encouraged and modelled and are explored by students
- that supports students to develop the key competencies.

Each board of trustees, through the principal and staff, is required to provide all students in years 1–10 with effectively taught programmes of learning in:

- English
- the arts
- health and physical education
- mathematics and statistics
- science
- social sciences
- and technology.

When designing and reviewing their curriculum, schools select achievement objectives from each area in response to the identified interests and learning needs of their students. For learning in digital technologies, schools need to provide learning opportunities in line with the progress outcomes from the technology learning area.

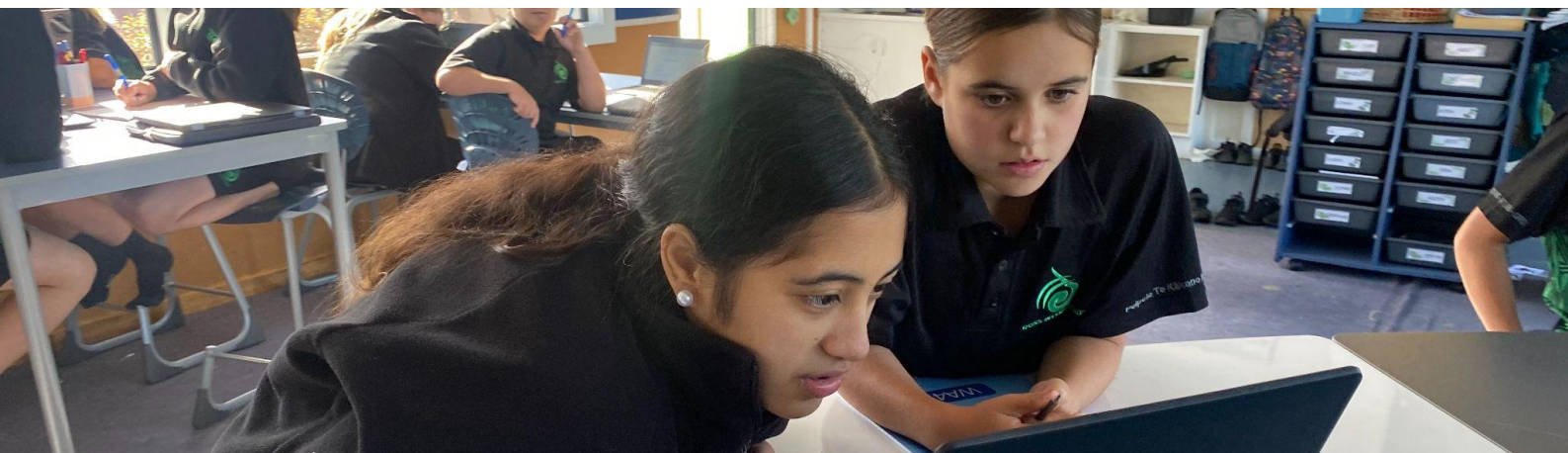
*NOTE: All schools with students in years 7–10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement and the achievement objectives for this learning area. Teaching programmes for students in years 11–13 should be based, in the first instance, on the appropriate national curriculum statements.*

Each board of trustees, through the principal and staff, is required to:

- gather comprehensive information that enables evaluation of student progress and achievement
- identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs
- identify aspects of the curriculum that require particular attention
- develop, in consultation with the school's Māori community, and make known its plans and targets for improving the achievement of Māori students.

Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

These requirements will be confirmed by notice in *The New Zealand Gazette*.





# The New Zealand Curriculum

## Directions for Learning

### Vision

Young people who will be confident, connected, actively involved, lifelong learners.

### Values

Excellence;  
Innovation, inquiry,  
and curiosity;  
Diversity;  
Equity;  
Community and  
participation;  
Ecological  
sustainability;  
Integrity;  
Respect.

### Key Competencies

Thinking;  
Using language,  
symbols, and texts;  
Managing self;  
Relating to others;  
Participating and  
contributing.

### Learning Areas

English;  
The arts;  
Health and physical  
education;  
Learning languages;  
Mathematics and  
statistics;  
Science;  
Social sciences;  
Technology.  
Official languages

### Achievement Objectives

### Principles

High expectations, Treaty of Waitangi, Cultural diversity,  
Inclusion, Learning to learn, Community engagement,  
Coherence, Future focus

## Guidance

### Purpose and Scope

### Effective Pedagogy

### The School Curriculum: Design and Review

## The School Curriculum



## 2022 – 2024 Strategic Direction

Given the changes to the Education Act and the requirement(s) of Charters we have started to explore our possible strategic plan for the next five years, this is considered a Draft Table. This is subject to staff and community consultation

	2018	2019	2020	2021	2022
<b>Staff Development</b>	Collaborative Teaching Practice, developing staff in stronger collaborative practice and enhancing the coaching and development of staff. Redefining the leadership structure.				
	Principal Inquiry Leadership and Management				
<b>Curriculum Development</b>	Mathematics and Priority Learners Science Development Plan	Mathematics and Priority Learners Science Development Plan Local Curriculum Development / Digital Curriculum	Local Curriculum Development / Digital Curriculum	Local Curriculum Development / Digital Curriculum	
<b>Pastoral / Social Development</b>	PB4L Tier Two Development	Student Support for Pastoral Care			
<b>Property Development (5YPP)</b>		Classroom Upgrades Completed	New 5YPP Capital Development		
<b>Property Development (School)</b>	School Embankment Development	School Mini Golf Development (Class Inquiry)			
		School Performing Arts Centre Development (2023)			
<b>Cultural Competencies</b>	Bilingual Education Launched. Schoolwide Maori Strategy and Iwi Development	Development of Whare Nui and School Entrance (2021)			Level 4 Immersion School Wide
<b>Community of Learning</b>	Explore the Change Process of our COL				

## ANNUAL GOALS 2023

AREA	GOAL(S)	RATIONALE
<b>Implement the Ross Intermediate Local Curriculum.</b>	To successfully integrate the NZ Histories (Social Science curriculum) into our Teaching and Learning Programmes.	A new legal requirement of schools to be implemented from 2023.
	To reduce the numbers of Stand downs and Suspensions at Ross Intermediate and improve attendance as well.	Last year saw a significant rise in the number of Stand Downs and Suspensions with a disproportionate number of Māori Learners. Attendance is also something that we are wanting to improve alongside the targets from the MOE. We have target students who have attendance issues.
<b>Kaupapa Māori (Kāhui Ako)</b>	To understand our current cultural capability and capacity.	To improve the school's ability to be an effective Te Tiriti partner.
	To grow our current cultural capability and capacity.	To build a foundation as a school to be able to make decisions as an effective Te Tiriti partner.
<b>Modify our Professional Growth Cycle to better reflect individual needs</b>	Staff undertake a Professional Growth Cycle to strengthen their professional knowledge.	The Teaching Council's professional growth cycle is now a requirement for all teachers. Improving teacher knowledge and understanding allows us to better focus on the needs of our learners.