

2020

Te Kura o Te Awahou
Foxton Primary School
Charter



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Mission Statement

“He Kura Ate-Raukawa”

Providing a high-quality bilingual, modern kura

(A.Skipper, P.Pomare 2016)

Ate-raukawa is a high quality type of harakeke leaf. Te Awahou (or Foxton as it is known as today) is well-known for growing flax. Ngati Raukawa is the tribe of this area.

This statement reflects the environment our students grow up in, good soil where strong harakeke grows bountiful, and the Raukawa ties to the whenua.

Kura means school but it also refers to a very special treasure. This is how we view our students as very special treasures or taonga.

Whakatauki

“Manaakitia ngā tamariki mai i te ao hurihuri ki te ao mārama”

Nurturing our students through today’s changing world
into the world of enlightenment

(A.Skipper, P.Pomare, 2015)

Manaaki is showing hospitality to others, especially to manuhiri or visitors. It also is about nurturing people, places and events. The world today is moving at a rapid pace, the options available are wide and varied, technology is changing learning environments.

This whakatauki was created to represent how we believe we need to facilitate learning opportunities for our students beyond today’s expectations. By utilizing the tools of today and the wisdom of our ancestors, to become highly skilled in multi-faceted areas.

Ko Wai Mātou? Who Are We?

Ko Tainui te waka

Ko Tararua ngā pae maunga

Ko Manawatu te awa

Ko Ngāti Raukawa te iwi

Ko Ngāti Turanga, Te Au, Rākau, Takihiku, Ngārongo, Hinemata ngā hapū

Ko Te Kura o Te Awahou e mihi ana ki te ao

Foxton Primary School also known as Te Kura o Te Awahou has a long history of educating young minds. In 1857 local Ngāti Raukawa chief Ihakara Tukumarū gifted four acres of land to settlers Thomas Upperdine Cook and others to build a school which opened that same year. Reverend James Duncan was the first teacher in the school.

Today Foxton Primary School is a full primary, year 1-8 located in the heart of the Foxton township, in the Horowhenua region. Chief Ihakara Tukumarū and other original settlers of Foxton are buried in the original town urupā (cemetery) sitting south of the kura.

In 2020 we are staffed for 81 tamariki with 4 full time teachers. Our community is 85% Māori, 12% Pākehā and 2% Pasifika. We have four teaching classes, two of these classes are bilingual Level 3 (30-50% instruction in Māori) and two classes are rumaki Level 1 (100% instruction in Māori), this is the second year we have been able to extend to two rumaki classes because of the increased interest. Te Pā Harakeke o Te Awahou is our Puna Kōhungahunga (Māori medium ECE) situated on site. It is the only Māori medium pre-school in Foxton, and our rumaki classes are the only one for primary aged tamariki in the Horowhenua region. The school is committed to providing bilingual educational opportunities to our

tamariki as Te Reo Māori and Tikanga Māori are highly valued in our setting. Our kura provides a caring and welcoming environment for all our tamariki and their whānau.

Ngā Rereketanga – Recent Changes

As the oldest school in Foxton with a rich history, we have a strong connection to our community and in particular the local Māori community. We have a Board of Trustees who are energetic, committed and are guiding our kura into the future, they set the direction of the kura, and are supported by whānau.

The whānau of the kura are pleased that the main classes are still able to be used. The classes are large learning spaces, and are fitted with heat pumps and mostly 1:1 devices for all learners. Our students, whānau and staff have a strong sense of pride for our school environment.

Ngā Tūmanakotanga – Our Aspirations

Continued consultation with whānau reflected a desire to create a high quality bilingual kura, modern in every way and well connected to whānau, iwi, hapū and marae. We are focused on being culturally affirming and ensuring we offer a wide range of learning experiences that support and enhance student achievement. We aim to through our Community of Learning maintain our strong relationships with our other local schools in Foxton and throughout the Horowhenua. Through our puna we offer high quality Maori-medium pre-school education and this compliments our kura setting.

Ngā Moemoea – Our Vision

“He Kura Ate-Raukawa”

Providing a high-quality bilingual, modern kura

As is stated in our mission statement, we want our students to be educated in a modern bilingual environment, communicating in both Māori and English languages comfortably, utilizing technological tools to enhance their learning and creativity experiences whilst being mindful of people and places. This is expressed in the NZC and TMoA curriculum.

Underlying Philosophy:

In 1949 Tā Āpirana Ngata wrote in the autograph book of schoolgirl Rangi Bennett this profound writing. Our tamariki say this speech at karakia and it is still relevant today:

E tipu e rea mō ngā rā o tō ao
Ko tō ringa ki ngā rākau a te Pākehā
Hei oranga mō te tinana
Ko tō ngākau ki ngā tāonga a ō tīpuna Māori
Hei tikitiki mō tō māhuna Ko tō wairua ki tō atua, Nānā nei ngā mea katoa
– Tā Āpirana Ngata

Grow and branch forth for the days destined to you

Your heart to the treasures of your ancestors as adornments for your brow
Your spirit to god, who made all things

Ngā Mātāpono – Our Guiding Principles

Foxton Primary School - Te Kura o Te Awahou is a place of pride and aspiration where empowered students fulfil their potential. Our unique setting enables us to utilize local knowledge, local history, community and places to inspire young students to grow a strong identity, know who they are in the world, and use this platform to become the best at whatever they decide they want for their future. They are nurtured and encouraged to become 'Ngā Rangatira mo Apōpō' - Leaders of Tomorrow. We welcome all students of all cultures and celebrate the unique experiences and rich culture they bring. The kura is a focal point for the local community, local marae, iwi and hapū. We use kaupapa tuku iho - gifts handed down through our ancestors as guiding principles and have developed these into our Positive Learning for Behaviour matrix that we have named AROHA. Each letter of aroha represents an area that we value highly in our kura:

AROHA ki Te Kura o Te Awahou PB4L Framework

HE KURA ATE-RAUKAWA Providing High Quality Bilingual Education

Mission statement: **Manaakitia ngā tamariki mai i te ao hurihuri ki te ao mārama**

| <p style="text-align: center;">AROHA ki TE KURA o TE AWAHOU</p> | <p style="text-align: center;">All Settings</p> | <p style="text-align: center;">Inside -classrooms, hallways, hall, staffroom</p> | <p style="text-align: center;">Outside -playgrounds, school grounds, crossing roads</p> | <p style="text-align: center;">Other -trips, inter-school, college, town</p> |
|---|---|---|--|--|
| <p><u>Awhina</u> We will build positive, mana-enhancing and respectful relationships</p> <p>“I am respectful”</p> <p>‘Me aroha atu ahau ki te tangata’</p> | <ul style="list-style-type: none"> ● Use positive and polite language ● Sharing and caring of others ● I am respectful to others and property | <ul style="list-style-type: none"> ● Working respectfully in groups ● Working respectfully with teachers ● Listen actively and following instructions ● Keeping our hands and feet to ourselves ● I show good manners ● Welcoming visitors ● Respecting property | <ul style="list-style-type: none"> <input type="checkbox"/> I show good manners <input type="checkbox"/> Helping others <input type="checkbox"/> Respect others people’s personal space <input type="checkbox"/> I am friendly <input type="checkbox"/> Listen actively and following instructions <input type="checkbox"/> Respect property | <ul style="list-style-type: none"> ● I show good manners ● I show good sportsmanship ● Helping others ● Listening actively and following instructions ● Respect property |
| <p><u>Reo</u> We highly value Te Reo me ōna Tikanga Māori as a pathway for learning</p> <p>“I celebrate Te Reo Māori”</p> <p>‘Me whakanui i taku reo Māori’</p> | <ul style="list-style-type: none"> ● Celebrate te reo Māori | <ul style="list-style-type: none"> ● Actively participating in karakia, ● Actively participating in learning waiata, kapa haka ● Actively participating in the learning of Te Reo Māori me ōna tikanga | <ul style="list-style-type: none"> <input type="checkbox"/> Greeting (mihi); I can greet others in a respectful way and in Te Reo <input type="checkbox"/> Actively participating in the learning of Te Reo Māori me ōna tikanga | <ul style="list-style-type: none"> ● Greeting (mihi); I can greet others in a respectful way and in Te Reo ● Actively participating in the learning of Te Reo Māori me ōna tikanga |
| <p><u>Oranga</u> We encourage good health and safety for ourselves and the environment</p> <p>“I am a kaitiaki”</p> <p>‘Me tiaki au i ngā tangata me te taiao’</p> | <ul style="list-style-type: none"> ● I know what to do to keep myself safe ● Use equipment safely ● I know what to do to keep the environment safe | <ul style="list-style-type: none"> ● I can keep myself and others safe in an emergency situation ● I am safe when using classroom equipment ● I am a tidy kiwi ● I know how to keep myself clean | <ul style="list-style-type: none"> ● I can keep myself and others safe in an emergency situation ● I am safe when using outdoor equipment ● I am a tidy kiwi ● I know how to keep myself clean | <ul style="list-style-type: none"> ● I can keep myself and others safe in an emergency situation ● I am safe when using outdoor equipment ● I am a tidy kiwi ● I know how to keep myself clean |
| <p><u>Hononga</u> We celebrate diversity, identity and belonging</p> <p>“I am tolerant and resilient”</p> | <ul style="list-style-type: none"> ● Being tolerant of others and accept differences ● Have pride in your and others culture | <ul style="list-style-type: none"> <input type="checkbox"/> I accept others differences (culture, identity, religion, gender, sexuality, opinion) <input type="checkbox"/> Have pride in my and others culture | <ul style="list-style-type: none"> <input type="checkbox"/> I accept others differences (culture, identity, religion, gender, sexuality, opinion) <input type="checkbox"/> Have pride in your and others culture | <ul style="list-style-type: none"> ● I accept others differences (culture, identity, religion, gender, sexuality, opinion) ● Have pride in my and others culture |

| | | | | |
|--|---|--|--|--|
| <p>'Kia māia, kia manawānui'</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> I have understanding and acceptance of others with different learning abilities <input type="checkbox"/> I know how to cope in difficult situations | <ul style="list-style-type: none"> <input type="checkbox"/> I have understanding and acceptance of others with different learning abilities <input type="checkbox"/> I know how to cope in difficult situations | <ul style="list-style-type: none"> ● I have understanding and acceptance of others with different learning abilities ● I know how to cope in difficult situations |
| <p>Ako We nurture a high quality learning focused environment</p> <p>"I am a learner"</p> <p>'Me whai au i taku mātauranga'</p> | <ul style="list-style-type: none"> ● I am accountable for my own learning and the learning of others ● Working independently, effectively and collaboratively ● Complete tasks to the best of my ability ● I can take initiative ● I can show resilience | <ul style="list-style-type: none"> <input type="checkbox"/> I am prepared for learning <input type="checkbox"/> I try my hardest <input type="checkbox"/> I ask for help when needed <input type="checkbox"/> I show resilience and persevere when I find something difficult <input type="checkbox"/> I help others in their learning <input type="checkbox"/> I know my next steps in learning | <ul style="list-style-type: none"> ● I am prepared for learning ● I try my hardest ● I ask for help when needed ● I show resilience and persevere when I find something difficult ● I help others in their learning ● I know my next steps in learning | <ul style="list-style-type: none"> ● I am prepared for learning ● I try my hardest ● I ask for help when needed ● I show resilience and persevere when I find something difficult ● I help others in their learning ● I know my next steps in learning |

The Treaty of Waitangi

Commitment to Te Tiriti o Waitangi

Foxton Primary School considers Te Tiriti o Waitangi as fundamental to all its activities

As a school and community we will seek to honour Te Tiriti o Waitangi and its principles of partnership, co-operation, inclusion, protection, integrity, justice and fairness. We are also committed to developing a strong bicultural and multicultural society.

Within staff professional development and our school curriculum we will seek to support our staff and students to develop an awareness of the many different perspectives held by New Zealanders about the Treaty and its significance to New Zealand's past, current day, and future, with a specific emphasis and support for how Māori view the Treaty partnership.

Foxton Primary School aims to foster better cultural understanding through:

- providing all students and staff in the school with opportunities to understand and respect tikanga Māori
- actively enabling all students, whānau and staff to understand and speak basic reo and providing opportunities to become fluent in te reo
- including te reo Māori and tikanga Māori in all curriculum areas
- involving all parents, especially Māori parents, in making decisions about Māori education

providing opportunities for liaison between the school and local iwi.

Whakatupuranga Rua Mano

Commitment to the Guiding Principles of Whakatupuranga Rua Mano

The 25-year experiment Whakatupuranga Rua Mano – Generation 2000 that commenced in 1975 is seen as having completed its initial term. The principles remain helpful and will guide future developments within the Confederation. The three Iwi, Ngāti Raukawa, Ngāti Toa Rangatira & Te Atiawa had the benefit of more than thirteen decades of working together on major joint projects, such as the building of Rangiātea Church in the late 1840's and the establishment of Te Wānanga o Raukawa in 1981.

The guiding principles of Whakatupuranga Rua Mano – Generation 2000 are:

- Our people= Our wealth: develop and retain
- Reo= Taonga: Halt the decline and revive
- Marae= Our principal home: maintain and respect
- Self determination= Discovering opportunities to advance our aspirations

As a school that is within the boundaries of the confederation and with our whakapapa links to Ngāti Raukawa, Te Kura O Te Awahou is committed to supporting the guiding principles of Whakatupuranga Rua Mano. We will construct strategic goals that align to the guiding principles and help develop the members of the confederation.

Ngā Whāinga – Strategic Goals 2020-2022

SELF DETERMINATION

Strategic goal 1:

The needs of every learner are identified and every learner is supported and motivated to achieve success in literacy, numeracy, te reo and across all other curriculum areas so that they achieve curriculum expectations or beyond, and realize their own unique potential.

| Annual goals 2020 | Annual goals 2021 | Annual Goals 2022 |
|--|--|-------------------|
| Analyse assessment data to effectively determine target groups and students who further support | | |
| Identify, implement, trial and practise effective programmes for learning | Review deliberate strategies and actions to accelerate and sustain improvement | |
| Explore, implement and trial effective acceleration programme/s in the core subjects | Develop acceleration programme/s in the core subjects | |
| Improve the reliability and consistency of assessment tools, judgements, practices, analysis and reporting | Review assessment approaches and procedure | |
| Continue to improve effectiveness of teaching and learning programmes for science, technology and digital technologies | Improve the effectiveness of teaching and learning programmes for The Arts | |
| Ensure that Positive Behaviour for Learning –School Wide strategies continue to be implemented to improve student engagement in learning and student achievement lifts | | |

**OUR PEOPLE, OUR WEALTH: DEVELOP AND SUSTAIN
OUR PRINCIPLE HOME: MAINTAIN AND RESPECT**

Strategic goal 2:

Facilitate and support strong and effective relationships between the tamariki, staff, parents, whānau, BOT, iwi and community which will enable the children to live and learn as Māori and Te Kura o Te Awahou to thrive.

| <i>Annual goals 2020</i> | <i>Annual goals 2021</i> | Annual Goals 2022 |
|--|--|-------------------|
| Create, develop and sustain connections with local iwi, hapū and marae | Collaborative partnership with whanau, iwi, hapū, marae, kura | |
| Continue to support the connection of whānau of akonga to the kura by wifi devices and access to online learning by making devices available to whanau to purchase | | |
| Introducing PB4L-SW to whanau and community through hui Move from Tier 1 training to Tier 2 | Review of PB4L-SW effectiveness in behavior management, progress and achievement of learners | |

OUR PEOPLE, OUR WEALTH: DEVELOP AND SUSTAIN

Strategic goal 3:

Ensure the effective governance of people, finance, and property to support progress and achievement.

| <i>Annual goals 2020</i> | <i>Annual goals 2021</i> | Annual Goals 2022 |
|--|--|-------------------|
| Support in developing understanding of roles, responsibilities of BOT members. | Support in developing understanding of roles, responsibilities of BOT members. | |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Charter ● School Review ● Target Students ● Analysis of Variance ● Budget | <ul style="list-style-type: none"> ● Charter ● School Review ● Target Students ● Analysis of Variance ● Budget | |
|---|---|--|

TE REO, TAONGA: HALT THE DECLINE AND REVIVE

Strategic goal 4:

Ensure the growth and development of te reo me ōna tikanga within the school and wider community

| <i>Annual goals 2020</i> | <i>Annual goals 2021</i> | <i>Annual Goals 2022</i> |
|---|--|--------------------------|
| Develop an implementation plan for the teaching and learning of te reo Māori for the bi-lingual classrooms Identify approaches, strategies, and assessment to develop an oral language programme for rumaki learners | Sustain effective te reo Māori oral language programmes in classrooms. Robust assessment and analysis of data for progress and achievement of oral language | |

Contact Information

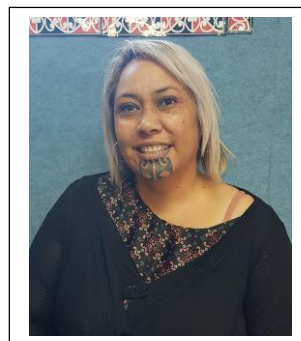
| Position: | Name: | Contact: |
|-------------------|--|---|
| Principal/Tumuaki | Tiwana Hibbs | principal@foxton.school.nz |
| Deputy Principal | Elaine Dyason (Study Leave March 2020) Tracey Hibbs (Acting 2020) | edyason@foxton.school.nz thibbs@foxton.school.nz |
| BOT Chairperson | Terry Hapi | terry@hapi.maori.nz |
| Office Manager | Erin Rauhihi | office@foxton.school.nz |



Tiwana Hibbs
Principal/Tumuaki



Elaine Dyason
Deputy Principal



Tracey Hibbs
Acting Deputy Principal



Terry Hapi
BOT Chair-person